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ABSTRACT

This collection of dissertation abstracts on the subjects of bilingual and bicultural education originally published by "Dissertation Abstracts International" contains items in the following areas: bilingual education program management, assessment, language, curriculum, and the affective domain. The section on program management covers scope, history, and legislation; program development, program models, comparative monolingual/bilingual studies, teacher education, and investigations outside North America. The second section covers assessment, language proficiency, and intelligence testing. The language section includes studies of acquisition and development, concept and development, language and culture, linguistics, and sociolinguistics. The fourth section covers reading and language arts curriculum, content fields, special education, career education, and audio-visual media. The final section on the affective domain deals with self-concept and attitudes toward bilingual education. Subject and author indexes are also included. (MSE)

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BILINGUAL/BICULTURAL EDUCATION: TITLES AND ABSTRACTS OF DOCTORAL DISSERTATIONS VOLUME II

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INTRODUCTION

Originally published by University Microfilms International in *Dissertation Abstracts International,* these dissertation abstracts describe research on a wide variety of topics in bilingual education. They provide background material for bilingual educators as well as practical procedures for bilingual teachers, administrators, counselors, and evaluators.

The titles were acquired utilizing two broad descriptors—bilingual and bicultural—to access entries from the files.

While the advantages of using this approach are obvious, there is the drawback that many dissertation titles impinging directly on the various areas of bilingual education are inaccessible by this strategy.

The titles, then, do not represent an exhaustive listing of studies relating to the present topic. Only an item-by-item search will reach the level of thoroughness that is the ideal.

The section headings and the manner of organization are those of the Evaluation, Dissemination and Assessment Center, Los Angeles. They are designed to assist the user in finding research that is germane to the user's particular interests easily and quickly. Because some individual studies cut across traditional academic disciplines, users may find that their special interests are dealt with in more than one section. Within each section, abstracts appear according to the year of the dissertation's completion, with those completed more recently occurring towards the end of the section. In sections where there is more than one dissertation in a given year, abstracts appear in alphabetical order by the author's last name.

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I. PROGRAM MANAGEMENT

SCOPE, HISTORY AND LEGISLATION

AN ANALYSIS OF THE ORGANIZATION, ADMINISTRATION, AND MANAGEMENT OF SELECTED CALIFORNIA ELEMENTARY TITLE VII BILINGUAL-BICULTURAL PROGRAMS

STEPHENS, Garth Floyd, Ed.D.
University of Southern California, 1976

Chairman: Professor Murdy

PROBLEM

The purpose of this study was to identify the factors contributing most to the success of Title VII bilingual-bicultural programs in eight areas: Organization, administration, parent and community involvement, student selection, personnel selection and development, bilingual instruction, learning materials, and program evaluation.

PROCEDURE

Twenty-three County Superintendents nominated for additional study 42 of 80 bilingual programs considered very successful. A questionnaire was developed to ascertain whether these programs had selected factors contributing most to their program's success. Districts with higher percentage of success-contributing factors were selected for in-depth interview. Thirteen project directors were interviewed in ten counties in northern, middle, and southern California.

FINDINGS

Summarized, the findings as factors contributing most to the success of bilingual programs are: A comprehensive sustaining board policy, long-range board commitment, program control over budget and expenditures, clearly defined administrative and management functions, and precisely defined objectives. Parental loyalty to bilingual education, wide base of involved parents, effective school and district advisory committees, and a large number of volunteer aides. Student enrollment voluntary, effective language dominance screening. Commitment to employ the best qualified personnel supportive of bilingual education,

total staff involvement in recruiting processes, and adequate resource personnel. Instruction based upon clearly defined philosophy of bilingual-bicultural education, aides fully bilingual-biliterate, high teacher-aide morale, and effective paid aides. District emphasizes systematic acquisition of bilingual-bicultural materials. Use of appropriate criterion and norm-referenced tests; evaluation of each project component; increased accountability tended to cause more precise planning and implementation.

CONCLUSIONS

Based upon the interviews it was concluded: More than half the districts lacked a comprehensive board policy committed to long-range retention of bilingual education should federal funds cease; school administrators have encouraged organizing effective school and district parent advisory committees; school personnel need to deepen their acceptance of bilingual-bicultural education; the concurrent-language maintenance instruction model is preferred; norm and criterion-referenced tests are utilized in the evaluation process; criterion-referenced are preferred. A critical need exists to develop evaluation procedures in cognitive, affective and psychomotor domains free of cultural and language bias. An imperative need exists for retrained in-district personnel to develop, administer and appropriately interpret newly developed assessment and evaluation instruments; and bilingual-bicultural education is a promising new movement, neither fully understood by school boards, educators nor the public. It is in process of proving its worth. Additional federal, state and local funds are needed to sustain existing successful programs and extend bilingual education to students not yet included.

SELECTED RECOMMENDATIONS

Based upon the conclusions these recommendations are made: Public schools should interweave bilingual-bicultural instruction, using qualified teachers, into the permanent curricula; district boards should adopt long-range commitments to continue and extend bilingual education; the dissemination of information about bilingual programs should be increased and continually encourage parental and community participation; student participation should remain voluntary; alternative bilingual educational programs should be formed for drop-out prevention and early mastery of basic subjects in two languages; students should have bilingual education wherever they reside; assignment and transfer policies should be developed allowing appropriate utilization of existing and new personnel's instructional expertise; districts should accept the dual principle that students first learn more effectively in their dominant language and instruction should positively reinforce student's language and culture; districts should implement permanent plans to acquire bilingual-bicultural media in all subjects;

districts should employ professional in-district research, program development and evaluation specialists able to consistently provide leadership in designing bilingual learning programs and conduct formative and summative evaluation; districts should seek to cooperatively develop measurement and evaluation instruments free from language and cultural bias; districts should conduct research to determine the effects of bilingual-bicultural education.

FACTORS AFFECTING THE PASSAGE OF THE BILINGUAL EDUCATION ACT OF 1967

JUDD, Elliot Lewis, Ph.D.
New York University, 1977

Chairman: Dr. Harvey Nadler

This dissertation identifies and analyzes the major factors which led to the successful passage of the Bilingual Education Act of 1967, Title VII of the Elementary and Secondary Education Act of 1965. The method of analysis consists of subdividing factors into those internal to the 1967 Congress and those external to it. After each external or internal factor is described independently, the factors are studied together to show how their interaction affected the Bilingual Education Act.

Eight major external forces are identified and described: 1) an historical precedent for bilingual education in the United States prior to 1967, 2) a change in the research on bilingualism between 1952 and 1967, 3) the rise of cultural pluralism as a new philosophy of immigrant adaptation in the United States, 4) the rediscovery of poverty in the United States and in Spanish-speaking communities prior to the bill's consideration, 5) a history of federal aid to education, 6) the impact of Lyndon Johnson's presidency, 7) the effect of Cuba and Latin America on thinking about Spanish-speakers in America and abroad, and 8) the support voiced by several organized interest groups, especially the National Education Association. Each of these factors aided in the passage of the bill, although there is none that can be considered dominant over the others.

Internal factors are next studied in terms of the major bodies of the 1967 Congress that would have to consider bilingual education. The four units examined are the Senate Committee on Labor and Public Welfare, the full Senate, the House Committee on Education and Labor, and the entire House of Representatives. Barring an extremely controversial or partisan bill, the likelihood of passage of a bilingual education bill in the 1967 Congress was extremely good.

The internal and external factors are then studied simultaneously as to their

influences on the bilingual legislation which was introduced and debated during the 1967 Congress. Pre-Committee hearings in both the Senate and the House are examined first, followed by the Committee hearings on bilingual education in both Houses of Congress. Finally, the post-hearing periods and final passage are examined and analyzed based on the internal and external factors previously identified. All of the internal and external factors influenced the course of the Bilingual Education Act in the 1967 Congress and served to facilitate passage of the bill.

Finally, there is a summary and conclusion of the research and some general comments on implications for further study.

Order No. 7808471, 284 pp.

A POLITICAL HISTORY OF BILINGUAL LANGUAGE POLICY IN THE AMERICAS

NAVA, Alfonso Rodriguez, Ph.D.
Claremont Graduate School, 1977

Historically, bilingualism in the United States has been perceived as either a recent phenomenon, or as a result of immigrants from Europe (i.e., Germans, Italian, French, Dutch, Greek, etc.), arriving in the Northeastern part of the United States, and consequently developing into enclaves of "white ethnic" communities. The focus was given to the European without regard for the linguistically and culturally diverse Spanish and Indian groups that already had settled Mexico, the Southwestern United States, and as far north as Kansas.

The long struggle for a consistent language-policy favoring language and cultural diversity by minority language groups (i.e., Spanish, French, Polish, etc.), both in the Northern and Southern sections of the *Americas* continues to be a constant struggle. However, the "linking" of historical trends with the political movements of the Aztec Empire, the Spanish Crown, and the United States provides us with a clear perspective on the past, present, and future status of bilingualism.

The foundation of bilingualism in the *Americas* has its roots in the period known as "Pre-Cortesian." It is interesting to note that Pre-Cortesian educational policy encouraged language and cultural diversity throughout the Aztec Empire. Example of this educational system is Doña Marina, Cortez's translator, who spoke several of the Indian languages. Although bilingualism flourished in "Nueva España"' the government maintained a mono-lingual language-policy (Nahuatl).

Throughout the newly acquired territories of Fernando and Isabella "Castilian"

became the official language of the Spanish Crown. However, due to the lack of trained interpreters, and the resistance by the various Indian communities to accept Spanish the Crown's language-policy besides being unrealistic was doomed to failure in the New World.

The Spanish movement into California in 1796 had a minimal impact on the acceptance fo the Crown's "Castilian" language-policy by the bi- or tri-lingual Indian communities. Those few Indians that chose to accept "Castilian" and the Mission lifestyle either by force or voluntarily, became subservient to Spanish Colonial power. Bilingual education, therefore, was an effective instrument of colonialization.

The discovery of gold in California brought many immigrants from the eastern sections of the United States. The influx of "white ethnics" had a devastating effect on the Mexican Government's efforts to settle the Southwest.

The early colonial groups in the United States supported and encouraged the maintenance of the mother-tongue. The government had an open policy in regard to language and cultural choice. Prior to the Civil War bilingual schooling flourished throughout the mid-west. Northeastern New England, and the areas of the Louisiana Purchase. Governmental documents were published in French, German, Dutch, Swedish, Spanish, etc., and distributed among the colonial settlements and Canada.

Not until the surge for nationalism did the English speaking majority impose a national language. In 1889 two significant laws were passed: A) the Edwards law in Illinois and B) the Bennett Law in Wisconsin. Both State Laws required that English be the sole language of instruction.

The low-point for bilingualism, historically, was due to political movements of the 1920's and 1950's, when only token attempts were made to assist non and limited English speaking students in American public schools. The "School of 400" and ESL (English as a Second Language) did very little to improve the sad state of affairs in our educational system. The U.S. overt suppression of languages other than English and cultural diversity reaches its peak during these three decades. The need for bilingual educational instruction was reaffirmed in 1974, through the U.S. Supreme Court decision, *Lau v. Nichols,* and used as a precedent in *Serna v. Portales New Mexico School District; Aspira v. Board of Education of the City of New York;* and *Keyes v. Denver Unified School District* decisions all in 1974.

The critical issues facing both policy-decision makers and the broader society is the fact that bilingualism continues to flourish in our communities despite the obstacles placed in front of it. The controversy among educators and policy-decision makers is based on inadequate information about the historical and political role of language and cultural diversity in the United States.

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[1]"Nueva España" refers to the land acquired by the Spanish in the New World, in this case Mexico.

Order No. 77-22, 492, 191 pages.

A STATUS SURVEY OF TEXAS' BILINGUAL-BICULTURAL EDUCATION PROGRAMS

ZAMORA, Jesús Ernesto, Ph.D.
The University of Texas at Austin, 1977

Supervisor: George M. Blanco

Bilingual-Bicultural Education (BBE) has experienced its share of concerns and criticism as it approaches the end of a decade of federal support under Title VII, ESEA. While the number of these programs has steadily increased, bilingual approaches, methods, or techniques are sparse. This void is far from being filled, and evaluation must be improved, particularly in an age of accountability as it seeks to provide timely and relevant data at all levels of the decision-making process. To do this, all educators must have a more acute awareness of what constitutes a BBE program, for diverse myths, misconceptions, misinformation, and unresolved questions about BBE are rampant.

The purpose of this study was fourfold: (1) to utilize the literature and other documentary or interview techniques to construct a historical overview of BBE in Texas as background information, (2) to examine the literature for current information relative to what should be happening in BBE, (3) to obtain process descriptive information from a sample of Texas school districts to determine what is happening in BBE, and (4) to utilize this descriptive information to generate trends and conclusions.

To accomplish the objectives of the study, the descriptive research method was utilized. The procedures undertaken follow: 1. Trace historical developments (1918 to present) at four levels—the Legislature, the State Board of Education, the Texas Education Agency, and the local education agency—leading to the implementation of BBE programs in Texas. 2. Describe theoretical and operational views on BBE in the literature of experts, school practitioners, and funding authorities. 3. Query directors/coordinators of selected Texas school districts (N = 50) operating BBE programs in 1975–76 through a descriptive survey method of research. 4. Respond to five questions of the study and report trends and conclusions based on information gleaned from a structured 33-item mail questionnaire, supplemented by secondary sources such as state and federal documents, personal experience, surveys, and on-site visits. The survey data were gathered on the afore-mentioned components (with emphasis on instruction), processed by computer, and reported in tabular and graphic form using frequencies, percentages, and measures of central tendency. The mailout questionnaire served as the primary data collection technique, with secondary techniques used for purposes of a check for validity and reliability.

Efficient and effective BBE programs embrace the five basic organizational components of management, instruction, parental-community involvement,

staff development, and materials development/acquisition. All too often only one or two of these components are implemented. These interrelated and interdependent components are considered fundamental to successful student performance. Some of the districts surveyed have "good practices" and others have "promising practices" in one or two of the five basic organizational components. However, there is knowledge and change needed at the local level on the part of administrators and teaching personnel, with strong parental and community support before such programs embrace all components into an efficient and effective model. State and federal agencies must provide guidance and leadership to districts in the identification of indicators of successful components to redesign existing BBE programs and design those of future ones.

Responses to questions of the study, trends, and other conclusions based on primary and secondary sources were reported.

Order No. 77-29, 123, 402 pages.

A SYNTHESIS OF LEGISLATION AND EVALUATION PROCEDURES IN BILINGUAL EDUCATION

ARISTA-SALADO, Leopoldo Rafael, Ph.D.
Southern Illinois University at Carbondale, 1978

Chairman: Professor Robert L. Buser

Legislative enactments and related court ordered decisions at the federal and state levels have had a significant impact on bilingual education in recent years. Consequently, educational agencies responsible for program implementation have been held accountable for the development of guidelines and evaluative procedures to maintain compliance with the law. Therefore, it would seem that a program evaluation model incorporating current evaluative criteria and procedures at the federal and state levels should provide bilingual program developers and administrators with instrumentation relative to their program evaluation needs.

THE PURPOSE OF THE STUDY

The purpose of the study is to synthesize legislation relative to bilingual education concerns in the United States, exclusive of other American flag jurisdictions (i.e., the District of Columbia, Trust Territories of the Pacific, the Panama Canal Zone, and the Virgin Islands) in relation to those standards and criteria used in program evaluation set forth by federal and state educational

agencies. Additionally, a product of this study is a proposed evaluation model for bilingual education programs.

PROCEDURE

The methodology was primarily library research for the purpose of identifying and analyzing statutes, court decisions, and evaluative procedures relevant to bilingual education. Additionally, fifty chief state school officers were contacted for the purpose of procuring materials (i.e., evaluative standards, criteria, and guidelines) utilized in the processes of developing, monitoring, and evaluating bilingual programs in the respective states. Thirty-six state educational agencies responded. Other agencies contacted included (1) United States Office of Education, Department of Health, Education and Welfare, Office of Planning, Budgeting, and Evaluation; (2) United States Office of Education, Department of Health, Education and Welfare, Office of Bilingual Education; and (3) Education Commission of the States.

FINDINGS—CONCLUSIONS

Among the major findings of the study were:

That thirty states have enacted legislation designed to assist students of limited English-speaking ability, while eight states have enacted legislation prohibiting bilingual instruction; that in thirteen states specific reference to evaluation procedures was included in the statutes; that of the thirty-six state education agencies who participated in the study, sixteen have developed detailed criteria for bilingual programmatic content and eleven states have promulgated evaluation requisites relative to bilingual programs; and that the strongest support for bilingual programs, and the evaluation thereof, emanates from the federal level through regulations under Title VII of the Bilingual Education Act of 1968, amended in 1974.

Among the primary conclusions of the study were:

That proponents of bilingual programs have been more successful in achieving change through legislative enactments and court ordered decisions than at the local level; that state statutory provisions relative to bilingual education tend to have more structural, evaluative and fiscal similarities than differences; and that evaluation requisites at the state level are sometimes lacking in scope, in that they are less comprehensive than federal requisites.

Order No. 7813528, 276 pp.

AN HISTORICAL ANALYSIS OF THE FRENCH/ENGLISH BILINGUAL EDUCATION PROGRAMS CONDUCTED IN CONNECTICUT BY THE DAUGHTERS OF THE HOLY SPIRIT

COLMAN, Rosalie Marson, Ph.D.
The University of Connecticut, 1978

This research was designed to analyze the language-teaching history of a French Roman Catholic congregation of religious women, the Daughters of the Holy Spirit, from their arrival in Connecticut in 1902 until the present. Having been banished from their schools in Brittany after the enforcement of the anti-clerical laws by Emile Combes, the DHS were offered refuge in Hartford, Connecticut, by Bishop Michael Tierney. Handicapped by having little knowledge of the English Language, the Sisters set about becoming fluent and pursued American academic degrees.

The design of this study included five research questions concerning the roots, the evolution, the impact, the contributions, and the changes in the DHS over the period of their seventy-five years in the United States. Information was obtained from the archives of the motherhouse in Saint-Brieuc, France, and from those of the American provincial house in Putnam, Connecticut. Records and original materials created by the DHS were made available to the writer, along with documents and historical diagrams. Forty-seven personal interviews were conducted, the most original being with a Sister who arrived in Connecticut fourteen months after the pioneer group. These oral histories were obtained through a semi-structured format and by means of transcribed tape recordings.

The immigration of the DHS to the United States coincided with the great immigration of French-Canadians in search of work in the New England textile mills. The latter were generally an industrious, thrifty, cheerful, persevering, pious people with very large families and a deep attachment to their Catholic religion, language, and customs. Through hard work and many small contributions of money they built churches and bilingual schools all over New England. By the early 1900's, there were already 300 French-Canadian parishes. Needing bilingual teachers to staff their schools, the Franco-Americans soon discovered the teaching abilities of the DHS. Within the first year, the Sisters had established eleven instituions, five of which were in the principal cities of Connecticut.

The evolution of the congregation was rapid. In less than forty years, there were forty-one of their educational establishments in New England, including twenty in Connecticut. The DHS did not find the French-Canadians with whom they worked too dissimilar from their former students in France. Historians, such as Jacques-Donal Cassanova, ascribe this to the fact that the ancestors of the Canadians had also originated from the same general area of France.

As the Franco-Americans reached their second, third and fourth generation, the demand to remain bilingual grew less. The French language, which had been

heard in so many New England towns, became less commonly spoken. This study has identified five principal causes for this: World War II, finances, intermarriage, mobility, and the melting pot theory. These factors were mentioned in the oral histories conducted with forty-seven people during this investigation. They concur with recent studies, such as those done by Don Guy, Iris Podea, and the Franco-American Ethnic Heritage Studies Program.

Seven variables of ethnic assimilation, as described by Milton Gordon, were found to have been followed to a great degree by the French-Canadians in their gradual assimilation over a period of about four generations. With this relative assimilation and the end of the coming of native Sisters from France, a process of Americanization also took place in the Congregation of the DHS. While keeping close to their original goals of education and care of the poor, the members of the DHS have developed in numerous areas. Still conducting schools (though no longer bilingual) which range from nursery school to college, they have entered into pastoral and social work as well.

Language continues to be one of their strengths, although it is often now with Spanish and English as a Second Language with which they work. However, they have written books and articles to encourage the continued study of French. Although Americanized, they remain today nearly 90% of French ancestry. Having influenced and contributed greatly to the flourishing of French in New England, they are now making their mark in a variety of educational fields.

Order No. 7911350, 263 pp.

BILINGUAL DESEGREGATION: SCHOOL DISTRICTS' RESPONSES TO THE SPIRIT OF THE LAW UNDER THE *LAU VS. NICHOLS* SUPREME COURT DECISION

OCHOA, Victor-Alberto Monroy, Ed.D.
University of Massachusetts, 1978

Director: Professor David R. Evans

The purpose of this study was to identify the basic characteristics of the planning process, and organizational and motivational characteristics of the school districts in Southern California which support or hinder the implementation of a compliance plan under the *Lau vs. Nichols* Supreme Court decision of 1974.

The study begins with an intensive review of the literature of organizational

development and planned change. The review of the literature identified four stages of a planning process applicable to the context of *Lau* compliance. In addition, the review of the literature suggested two dimensions of characteristics —planning process and organizational climate for effecting educational planned change.

The four stages of a planning process for *Lau* compliance were used as a framework for identifying and operationalizing characteristics of a district's planning process and organizational climate. For each stage of the planning process (Determination of Legal Requirements, Initiation, Implementation, and Incorporation) and dimension (planning process and organizational climate) specific characteristics were identified. The identified characteristics were then used as criteria for assessing the planning behavior and organizational climate of sixteen school districts in Southern California involved in the four-stage planning process of *Lau* compliance. In addition, a Likert-type questionnaire was sent to ninety-four school districts (with a 73 percent response) to obtain their perceived opinion on what impact the *Lau* decision has had on their district and the level of district involvement and support in complying with the *Lau* decision. To illustrate the planning behavior of districts throughout the four-stage planning process of *Lau* compliance, four case studies were examined.

Four questions were posed in Chapter 1 to facilitate the identification of basic characteristics of the planning process, and organizational climate characteristics that could guide school districts found in noncompliance under the *Lau* decision in their efforts to meet Title VI requirements. The results described in Chapters 3, 4, and 5 allow for some generalizations.

The study suggests that most school districts complying with the *Lau* decision meet compliance requirements through minimal efforts that have little effect on the existing district curricula. The administrative leadership of most districts does not involve community persons in the development and implementation of educational master plans. It also does not take an active role in the implementation of educational strategies. Finally, it fails to re-allocate resources and to defend negative political forces opposing bilingual desegregation. In enforcing the *Lau* compliance process, the United States Office for Civil Rights generally exert their legal power on the developmental stages of *Lau* compliance rather than on the implementation and incorporation stages. The study also indicates that a receptive district setting toward bilingual desegregation is a necessary but not sufficient condition for effective implementation of *Lau* compliance.

The study concludes by identifying the planning process characteristics, and organizational and motivational characteristics that are most crucial to the implementation of bilingual desegregation plans under the *Lau* decision.

Order No. 7818032, 337 pp.

RELATIONSHIPS OF THE BEHAVIOR OF THE ADMINISTRATOR AND THE ORGANIZATIONAL CLIMATE TO BILINGUAL EDUCATION

ORELLANES, Ralph, Ph.D.
Fordham University, 1978

Mentor: Elinor R. Ford

The purpose of this study was to determine the nature of the relationships between school organizational climate, as measured by the responses of the sampled bilingual and monolingual teachers to the Likert *Profile of a School,* Form 3, and their principals' perceptions of bilingual education as measured by principals' responses to the investigator's *Perceptionnaire for Administrators of Bilingual Programs.* The teachers and principals selected for the study worked in New York City public elementary and junior high schools.

In addition, the investigation sought to explore whether relationships existed among the variables: school organizational climate, administrators' perceptions of bilingual education and administrators' age, professional training, and administrative experience.

For the study 45 Black, White, and Hispanic school administrators and their respective teacher faculties were randomly selected from all New York City public elementary and junior high schools with a bilingual educational program as part of its curriculum. Of the 45 principals asked to participate in the study, 42 or 93.3 percent responded. Of the 450 teachers asked to participate 366 teachers or 85.3 percent responded to the test instrument. Two test instruments were used for collection of data: the Likert *Profile of a School,* Form 3, and the *Perceptionnaire for Administrators of Bilingual Programs.*

Statistical analysis involved means, standard deviations, hierarchical cluster analysis, analysis of variance, and the Pearson product-moment correlation coefficient. The minimal level of statistical significance accepted in the study was .05.

The major conclusions drawn from this study were:

1. Ethnicity was not an important factor influencing overall perceptions of administrators regarding bilingual educational programs.

2. Hispanic administrators had to assume more responsibility through an active public relations approach if fellow educators, and the public at large were to be convinced of the merits inherent in a bilingual educational approach.

3. The relationship of the role model to the achievement of the bilingual student was perceived by the Black and Hispanic administrators as being a critical component of bilingual education.

4. Training and experience were found to be significantly related to the administrators' perceptions of bilingual education.

The major recommendations from this study were:

1. Since all administrators, regardless of ethnic subgroup, perceived the importance of bilingual educational programs, all administrators must work with their staffs and parents to solve the problems currently inherent in the implementation of bilingual educational programs.
2. Future studies should seek to investigate the essence of the learning-teaching process in biligual education. All administrators must acquire insight into this paradigm if bilingual programs are to be effectively implemented.
3. It was recommended that administrators cooperatively establish with the parents' associations programs that will educate parents as to the best ways to work with teachers in improving bilingual education programs.
4. Research should be undertaken in order to isolate the factors in the learning-teaching process that most impact bilingual educational programs.

Order No. 7816595, 329 pp.

A DESCRIPTIVE STUDY OF THE RELATIONSHIP BETWEEN TYPE OF BILINGUAL PROGRAM AND SCHOOL CLIMATE IN FIFTEEN SELECTED ELEMENTARY SCHOOLS

RENDÓN, Sylvia Ana, Ph.D.
Michigan State University, 1978

PURPOSES OF THE STUDY

Bilingual education has been developed in response to the needs of limited and non-English speaking students. The implementation of bilingual programs is a complex process that is influenced by many factors. Two of these factors, type of bilingual program and school climate, are important in the development, implementation, and maintenance of bilingual programs. An understanding of the relationship between school climate and type of bilingual program could be useful to those educators involved in the implementation of bilingual programs. This study, then, attempted to describe the relationship between school climate and type of bilingual program.

The purposes of the study included determining bilingual program type and analyzing the relationship between program type and selected school climate variables. Also examined were openness scores and demographic data.

PROCEDURES

The study consisted of two parts, the classification of bilingual programs and the study of selected climate variables within each category of program. The bilingual teacher or teacher aide in each sample school was interviewed with the Bilingual Program Questionnaire. This instrument was designed to describe a bilingual program for classification as one of four types: transitional, monoliterate, partial biliterate, and full biliterate. The questionnaire did not attempt to evaluate the program. All the bilingual programs were then classified on the basis of responses to the questionnaire. The staff within each of the sample schools were surveyed using the Organizational Climate Description Questionnaire. Information derived from this survey included eight characteristics of school climate, openness scores, and climate similarity scores. The information on bilingual program type and school climate was treated in a descriptive manner. This was done because the total number of respondents was small, and the bilingual programs proved to be fairly homogeneous. A statistical analysis was inappropriate; therefore, the data were treated descriptively.

FINDINGS

1. Fourteen of the fifteen bilingual programs were classified as transitional, and one was classified as a monoliterate bilingual program.
2. The average openness score for schools with transitional bilingual programs was slightly higher than the openness score for the school having a monoliterate bilingual program.
3. The climate similarity scores indicated that twelve of the fourteen schools had closed climates; these two schools had transitional bilingual programs.

CONCLUSIONS

1. The study did not show a relationship between type of bilingual program and school climate.
2. Bilingual education in the Lansing School District as well as in Michigan is in a state of change. For this reason, it would be advisable to postpone research like this study until bilingual programs are more firmly established.
3. Incentives should be devised which would encourage more teachers to enroll in bilingual education courses.

RECOMMENDATIONS

1. This study failed to show any relationship between school climate and type of bilingual program. This would indicate that other variables should be investigated.

2. Further research utilizing the Organizational Climate Description Questionnaire should also include another means of assessing school climate.

3. The results of the study indicate that it should be replicated in a district(s) where bilingual programs have been established longer than those in this study.

Order No. 7907388, 158 pp.

THE BILINGUAL EDUCATION ACT AND THE PUERTO RICAN COMMUNITY: THE ROLE OF A NETWORK IN THE IMPLEMENTATION OF FEDERAL LEGISLATION AT THE LOCAL LEVEL

STEINBERG, Lois Saxelby, Ph.D.
Fordham University, 1978

Director: Joseph P. Fitzpatrick, S. J.

This study of the implementation of the federal Bilingual Education Act in New York City explores changes in decision-making and participation which reflect increased federal initiatives in local school programs. It aims to fulfill two objectives: 1) to develop a theoretical framework for the sociological analysis of the integration of new groups, and 2) to apply this framework to an analysis of the participation of the Puerto Rican community in the implementation of the Bilingual Education Act.

Integration is defined in terms of horizontal and vertical linkage. Horizontal linkage refers to the development of cohesive communities at the neighborhood level. Vertical linkage refers to relationships between local community members and host society representatives. This definition was derived from Warren's thesis on the "great change" in the American community, literature on the political machine and theory and research on community power. Application of network concepts to a comparison of the patterns of participation associated with the "old" political machine and those associated with the "new" bureaucratic machines provides a means to identify the requirements for the integration of new groups in the present urban context.

Warren argued that the transfer of decision-making from local to state and national levels had strengthened vertical linkage and weakened horizontal integration. The political machine performed the integrative function when the socio-political context fostered dense neighborhood-based multi-stranded interpersonal networks. The political boss promoted and protected the ethnic community through vertical linkage to a city-level decision center.

Changes in political, economic, and educational structures created conditions where neighborhood-based interpersonal networks became ineffective mechanisms for political influence, suggesting that a federal effort to create the functional alternative to the political machine requires: 1) the activation of an aspatial ethnic network, 2) resources to create vertical linkage to the sources of power and resources, 3) vertical linkage between upwardly mobile members of the group and the grass roots community, and 4) horizontal linkage within the community.

The study examines the extent to which federal resources for bilingual education have enabled the Puerto Rican community to develop the specified linkages. Data, collected over a four-year period, are based on interviews with participants and observers of key events, observation of meetings, conferences and court proceedings, and analysis of numerous public documents. These data were used to identify and describe the activist's network and its function in the policy process.

Findings suggest that, so far, the Puerto Rican community has accomplished only the first two requirements. The most visible activists were members of a pre-existing aspatial interpersonal network. The decision which created access to jobs in the school system stemmed from a lawsuit sponsored by a city-level group, supported by members of the aspatial network, with minimal grass roots involvement. The lawsuit was resolved in a consent decree whereby the Board of Education agreed to provide bilingual education programs on a city-wide basis.

While the consent decree achieved a formal policy change, implementation was controlled by non-governmental groups—the administrators and teachers inside the school bureaucracy—who perceived bilingual education as a threat. Their fears were compounded by the convergence of the City's financial crisis with the date for implementing the consent decree. Thousands of black and white teachers were laid off at the same time that the decree required the hiring of more Puerto Rican teachers, which reinforced opposition.

The study makes three theoretical contributions: 1) it identifies: a) the social process which replaced the political boss to promote and protect the interests of the minority community—defined here as an aspatial network, and b) the structural changes which make it difficult for new groups to develop effective aspatial networks, 2) it specifies the dimensions of an effective network—a vertical dimension which links it to the sources of power and resources and a horizontal dimension which links it to the grass roots ethnic community, and 3) it suggests that sometimes a weak and diffuse network is more functional than a dense or concentrated one.

Order No. 7814903, 302 pp.

THE HISTORY OF BILINGUAL EDUCATION IN NEW JERSEY: ITS IMPLICATIONS FOR THE FUTURE OF EDUCATIONAL EQUITY FOR NATIONAL ORIGIN STUDENTS

CASTELLANOS, Diego Antonio, Ed.D.
Fairleigh Dickinson University
(Teaneck-Hackensack Campus), 1979

Chairman: Dr. Charles R. Kelley

This study chronicles the first decade of bilingual education in New Jersey: 1967-1977. The author provides, as background, bilingual practices in the United States to the mid 20th century and a review of the Hispanic experience in New Jersey schools since World War II.

Research for the historical ov rview revealed that bilingual education is not a new phenomenon. The United States has always had a polyglot population (collectively.)

The review of the institutional response to the needs of Spanish-speaking students looks first at the arrival of Puerto Rican migrants. They differed from previous newcomers in their:

1. American citizenship,
2. mixed racial background,
3. non-European culture,
4. homeland's proximity,
5. arrival in modern times.

The first ten years of the Puerto Rican community in New Jersey (1947-57) are seen as a decade of neglect. Civil rights, affirmative action, and equal educational opportunity for minorities were not yet national priorities. Therefore, pupils who had limited English-speaking proficiency, who were culturally-atypical, and whose parents were poor had to "sink or swim" in our educational system.

The decade of 1957-67 witnessed the most dramatic series of changes in the status of minority groups in a century. Black and Latino liberation movements intensified as they turned from peaceful demonstrations to mass civil disturbances and the United States Congress enacted significant pieces of civil rights legislation.

At a time when the nation was being severely castigated by its minority groups, Cuban refugees began to arrive. Their presence gave Americans the opportunity to show compassion for oppressed people—who were white, educated middle class, grateful, and whose stay was believed to be temporary.

As the country's Spanish-speaking population was augmented by the Cubans, schools began to help these children by teaching them English as a Second Language (ESL). Although it represented a significant improvement over the efforts

of the preceding decade, ESL in and of itself proved to be inadequate in providing equal educational opportunity for Hispanic students.

Bilingual education in New Jersey began in 1967 with pilot programs in Hoboken, Englewood, and Long Branch. Without a doubt, however, the most dramatic boost to bilingual instruction—indeed the most important piece of federal legislation for the Hispanics of this nation—was the enactment of the Federal Bilingual Education Act: Title VII of the Elementary and Secondary Education Act. It provided not only educational opportunity to thousands of children in New Jersey but created employment for hundreds of bilingual professionals. Title VII projects throughout New Jersey convinced the Hispanic leadership of the effectiveness of this type of pedagogy in dealing with the needs of the Spanish-speaking school population and prompted the movement to enact state legislation mandating bilingual instruction here. The Bilingual Education Act was signed into law by Governor Brendan Byrne on January 8, 1975. It calls for bilingual instruction in any district with twenty or more pupils in one language category whose ability to speak English is limited.

The author identifies thirteen factors which contributed to the passage of the Bilingual Education Act in New Jersey as well as eight factors which have caused problems for those attempting to implement it. One of these problems is the "grouping" of national origin pupils, which has come into serious confict with federal and state regulations and court rulings against segregation.

The author concludes that bilingual education has always been a political, social, economic, ideological, and emotional issue. These characteristics often overshadow the pedagogical aspect of bilingual instruction. Consequently, the author recommends that those advocating bilingual education build a strong political base to support the development, implementation and maintenance of bilingual programs.

Order No. 7921073, 676 pp.

THE GROWTH OF WISCONSIN LEGISLATION TOWARD BILINGUAL-BILCULTURAL EDUCATION

FLORES-MUNOZ, Marta Eleodora, Ph.D.
Marquette University, 1979

As the numbers of Spanish-speaking youngsters in the state of Wisconsin have increased, so have the programs in bilingual-bicultural education. Contributing to the rise of bilingual education have been community awareness, public school programs, and legislative action. The latter, legislative action, provided legal and financial support for bilingual-bicultural programs in the schools.

Throughout the history of the United States, bilingual schools have been promoted by many ethnic groups, among them German, Polish, and French. Spanish-English bilingual programs began principally in the 1960s in states with large Spanish-speaking populations. As Wisconsin acquired a significant Hispanic population, it, too, developed Spanish-English school programs.

This study presents the legal aspects of bilingual education, with emphasis on Spanish-English education. Essentially, a historic approach is used, integrating pertinent political and cultural influences.

To provide perspective for modern legislative foundations for bilingual education, the study begins by reviewing historical, sociological, and legal considerations in the past. The history of bilingual education in the United States is presented as background for the current public, legislative, and educational movements toward bilingual programs. Specific events in the State of Wisconsin leading to the establishment of bilingual programs are related.

Implications for the future of bilingual education stress high quality training and language proficiency of teachers (and others) who work with the increasing Spanish-speaking population in the schools.

Order No. 8006544, 234 pp.

THE CONDITION OF BILINGUAL EDUCATION IN THE STATE OF OHIO: AN EXPLORATORY STUDY

GARRETON, Rodrigo G., Ph.D.
Miami University, 1979

The purposes of this study were to determine what requirements set forth by federal bilingual legislation, HEW policies and court decisions mandating and regulating the implementation of bilingual education programs were applicable to Ohio school districts, and to what extent selected school districts were complying with such regulations. Furthermore, the study sought to determine the variables affecting the implementation of bilingual education across the U. S. and compare those to the variables perceived to be affecting the implementation of bilingual education programs in Ohio.

A review of the literature on bilingual legislation, court cases and HEW policies determined that the only specific requirements with which school districts in Ohio need to comply are found in the HEW/OCR document commonly known as the Lau Remedies. An assessment of compliance by 15 selected school districts in Ohio with requirements specified by the Lau Remedies document found that: only four school districts reported data which places them, in general, in

a position of compliance with the majority of the requirements established by the Lau Remedies document. The other 11 school districts in the sample reported data which, in general, puts them in a position of non-compliance.

Focused interviews were utilized to obtain data on the variables affecting the compliance level found. The variables identified by the respondents were:

1. Lack of enforcement of bilingual education requirements.
2. Short supply of bilingual personnel to staff bilingual programs.
3. Problematic distribution pattern of eligible students across the state and within districts.
4. Lack of legislative support for bilingual education in the Ohio General Assembly.
5. Resistance by the general public in Ohio to the concept of providing instruction in languages other than English.
6. Lack of political influence by groups favored by bilingual eduation programs.
7. Lack of support from the State Office of Education in the form of endorsement of bilingual education and funds.

Order No. 8001437, 225 pp.

THE CURRENT STATUS OF BILINGUAL-BICULTURAL EDUCATION IN THE STATE OF COLORADO

MINJAREZ, Jerry David, Ph.D.
University of Colorado at Boulder, 1979

Director: Associate Professor Leonard M. Baca

The purpose of the study was to determine specifically: (1) how linguistically and culturally different students were identified, classified and by whom, (2) what types of educational programs were currently provided Mexican American linguistically and culturally different students in the state of Colorado and (3) what was the role and functions of the community committee in bilingual-bicultural programs in the state of Colorado.

The population for this study consisted of superintendents, directors, teachers, chairpersons of community committees and census team members of 49 school districts currently implementing bilingual-bicultural education programs in the state of Colorado. A stratified random sample of twenty-five percent of the 49 school districts was taken.

Respective validated interview schedules were then utilized in personal interviews with 71 of the 72 members resulting in a 98.61 percent response rate. In

addition, a personal interview was also conducted with the state director of bilingual-bicultural education.

The following are the major findings of this investigation:

1. The four most frequently cited procedures and/or instruments utilized in the identification, and classification of linguistically and culturally different students in Colorado were as follows:
   a. annual K-3 parent checklist;
   b. criterion-referenced tests;
   c. Language Assessment Scales; and
   d. oral teacher interviews.
2. Ninety-two percent of the school districts in Colorado indicated census teams were designated as the decision making body in determining which students were, or were not, linguistically and culturally different in the kindergarten through third grade student population.
3. Relative to types of educational programs provided Mexican American linguistically and culturally different students in Colorado, those most frequently provided, to varying degrees, were:
   a. bilingual-bicultural programs;
   b. remedial programs;
   c. English-as-a-second language; and
   d. special education programs.
4. Directors implementing bilingual-bicultural education programs indicated three basic types of alternative classroom delivery methods were utilized most frequently by their school districts. They were:
   a. self-contained with a bilingual teacher and aide;
   b. self-contained with a monolingual teacher and bilingual aide;
   c. resource bilingual teacher with a bilingual teacher aide.
5. There was major importance given to English language acquisition relative to linguistically and culturally different students, however, only slightly over half of the teachers provided formal structured English lessons for such students.
6. It was found that the majority of superintendents and directors indicated relatively active community committee involvement in their district program.
7. Relative to specific roles and functions of community committees, most active participation occurred in the following:
   a. planning the annual census study, 66.7 percent;
   b. setting district goals and objectives, 75 percent;
   c. planning ways to periodically review the progress of the program, 66.7 percent;
   d. sending out program information, 66.7 percent;
   e. preparing program budgets, 58.3 percent; and
   f. involving both parents whose children were in the program as well as other community members, 91.7 percent.
8. Areas of less involvement were found to be in:
   a. developing classroom activities, 33.3 percent;

b. planning cultural activities for classes, 50 percent;
c. selecting and developing classroom materials, 33.3 and 41.7 percent, respectively;
d. planning ways to evaluate the program at years end, 50 percent;
e. helping plan training sessions for teachers and aides, 25 percent; and participating in these training sessions, 50 percent;
f. making recommendations to hire teachers and teachers' aides, 50 percent;
g. screening prospective teachers and teachers' aides, 50 percent; and
h. identifying prospective teachers and teachers' aides, 50 percent.

One major recommendation is that in order to insure equality of educational opportunity, school administrators must closely examine the quality and effectiveness of present bilingual-bicultural programs, and that comprehensive programs of bilingual-bicultural education be soundly developed, implemented, evaluated and provided the administrative support essential to the success of any educational endeavor whether mandated by law or not.

Order No. 7923266, 241 pp.

HOUSE BILL 1295, THE COLORADO BILINGUAL-BICULTURAL EDUCATION ACT OF 1975: INFLUENTIAL PARTICIPANTS AND THEIR PERCEPTIONS

MORALES, Hector William, Ed.D.
University of Colorado at Boulder, 1979

Director: Professor Robert C. McKean

The problem is a study of the perceptions of infuential participants in the enactment of the Colorado Bilingual-Bicultural Act in 1975, the CBBEA, regarding their expectations and objectives for the Act, and their appraisal of the resulting legislation. The data were gathered through an Interview Schedule from a random sample of 32 participants. The instrument was made reliable and valid through consultation with experts in the field of Bilingual-Bicultural Education, BBE, and a pilot study to refine it and improve its internal consistency.

Findings indicate that the Act has not been implemented as it was conceived by the participants. There was a decrease in frequency percentage, Mode, Median, and Mean in the comparison between Outcomes Expected and Outcomes Realized. The statement section findings appear to be consistent with the open-ended in-depth answers. The participants voiced 42 concerns about the BBE movement in the State of Colorado, and 47 recommendations.

Concerns: BBE needs more time to prove itself; BBE programs need to be implemented according to the Act; funding is not adequate; more data and research needed on BBE.

Recommendations: Advertise BBE to public through all the media available; implement it according to the Law; more research, and realistic evaluation should be done on BBE; include the culture of other ethnic groups represented in the programs; have orientation sessions for BBE Advisory Committees about duties and authority under the Act; and lastly, but very important, have appropriate funding to implement the Act as it was conceived.

Conclusions: The analyzed data indicated that the influential participants had planned carefully for goals and objectives, and had a definite idea of what to expect as outcomes to be realized. This was to be expected judging from the Mode in the education background of the influential participants: the Masters Degree, with the Doctoral Degree, next in frequency.

Concerns and recommendations from influential participants called attention to the advertising of *BBE,* so that the public knows about the accomplishments, data, and research necessary to prove it works. Indeed, all media should be utilized to reach the Community. A continued and combined effort is needed from Legislators, Community Leaders and Community Organizations in favor of BBE, and to continue the thrust toward quality education and equal educational opportunities for limited English-speaking ability youngsters.

Order No. 7923267, 159 pp.

BILINGUAL BICULTURAL PROGRAM COORDINATOR ROLE AND ROLE EFFECTIVENESS

NAVA, Paul, Ed.D.
University of the Pacific, 1979

Chairperson: Dr. Thomas C. Coleman

PROBLEM

The relationship of the principal, resource teacher, and the bilingual bicultural program coordinator has to be organized in such a way that these individuals are able to effectively and efficiently implement a bilingual bicultural program. This can take place if the role groups have clearly defined roles and responsibilities. This lack of clearly defined roles may impede the progress of bilingual bicultural education. The problem of this study was to identify the role of the bilingual bicultural program coordinator.

PURPOSE

The literature and research suggest that principals, resource teachers, and bilingual bicultural program coordinators fulfill several administrative supervisory roles and these roles are continually changing. The changing nature of roles demonstrates the need for continuing professional development and personal improvement. Due to the number of administrative roles and changing responsibilities in these three positions, an analysis of the current literature and research concerning the administrative roles would serve as a profitable and significant method of defining roles in regard to program planning, program operations, program evaluation, and attitudes toward bilingual bicultural education.

PROCEDURES

A questionnaire was developed by the investigator giving emphasis to program planning, program operations, program evaluation, and attitudes toward bilingual bicultural education. The questionnaire was divided in two sections consisting of biographical data of participants and judgment of the participants in terms of agreement or disagreement with the Actual (as it is) and Ideal (should be) statements of the role of a bilingual bicultural program coordinator. Data were gathered from school districts which had had bilingual bicultural programs for at least two years and were considered a secondary school in grade level organization. The questionnaire was distributed to thirty principals, thirty resource teachers, and thirty coordinators. The participants were randomly selected from school districts from all geographical parts of California.

FINDINGS

In the course of identifying the role and role effectiveness of a coordinator substantial agreement was found among principals, resource teachers, and coordinators in the areas of program planning, program operations, program evaluation, and attitudes toward bilingual bicultural education. In general, results show that there are no significant differences among their perceptions with regard to the actual and ideal role and role effectiveness of a bilingual bicultural program coordinator. The only exceptions appears in the direct supervison of teachers.

CONCLUSIONS

The development of the bilingual bicultural program coordinator role will depend on how bilingual education is defined in American society. Presently bilingual bicultural education has not yet established itself as an integral part of American education. It stiil seems to be perceived as something for outsiders.

The coordinator role in some ways is the picture of bilingual bicultural education in relationship to American education. The role of the coordinator will not be improved and dealt with in any substantive way until bilingual bicultural education becomes an integral part of American education.

RECOMMENDATIONS

Future studies should be made to emphasize a more intensive analysis of the role and role expectation of the coordinator in a leadership position. Special attention should be directed to defining the role and role effectiveness of a bilingual bicultural program coordinator through analysis of research findings and practices in the field.

Order No. 8004400, 172 pp.

DEVELOPMENT

ISSUES IN DESEGREGATION AND BILINGUAL EDUCATION: MEXICAN-AMERICAN OPINIONS

BACA, Richard Louis, Ph.D.
United States International University, 1977

Chairperson: Dr. John D. Donoghue

THE PROBLEM

The problem is the paucity of valid data available to educational planners charged with the desegregation of schools with high concentrations of Mexican-American students. Desegregation and bilingual education transcend narrow educational concerns; they are the critical political controversies in California.

The objective of the study was to identify opinion patterns of a Mexican-American community on issues related to desegregation and bilingual education. The importance of the study was to provide direction for educational planners to reassess the accuracy of the base data presently being considered in determining how best to meet the needs of this student population.

METHOD

A 24 statement survey instrument, developed using the Likert "Summated Rating Scale" technique, was used to secure all data. There was no hypothesis

in the study; the general assumption was that there was not a homogeneous opinion among the Mexican-American subgroups on issues dealing with desegregation and bilingual education. Subject group selection was formed on the basis of age (under and over 35 years of age), sex, and income (less than $7,999, $8,000 to $14,999, and $15,000 and over).

RESULTS

Analysis of the data resulted in the following findings:

The findings present a profile of opinions of a Mexican-American community on issues dealing with desegregation and bilingual education. The respondents showed mixed reaction to integration of Mexican-American students with Anglos. However, when the issue of reassignment of students was addressed, there was greater disagreement regarding the desire to maintain neighborhood schools. The respondents also agreed that federal and state financial assistance to schools would lead to higher achievement of Mexican-American students than would the reassignment of students to schools.

When presented statements that used the words, "bilingual education," the response generally was favorable. However, when posed with the statement of the effectiveness of learning in two languages, there was a split in the opinions of the respondents. The respondents' opinions reflected the need for better staff and materials to provide the Mexican-American with a relevant and diverse curriculum. The issue is not, however, restricted to bilingual education but to all students and all education. Mexican-Americans, similar to other ethnic and racial groups, are diverse and require a diversity in the education which applies to their diverse individual and group needs.

It is important to recognize the patterns of disagreement and agreement both within and among the individuals by age, sex, and income. While in some cases there was general agreement or disagreement on an issue, there were variations in opinions on the major issue of desegregation and bilingual education.

The expression of the needs for the teacher to have knowledge of the Mexican-American culture was definitely supported.

The respondents believed that a teacher fluent in Spanish and English would be beneficial for the Mexican-American student. However, there was agreement that a "good teacher" was more important than merely one who was bilingual.

CONCLUSION

The conclusion that can be drawn from the study is that not only is there legal obscurity regarding the issues of desegregation and bilingual education, but there is also confusion among people affected by the "two thrusts." Reasons for the ambiguity in these critical areas are, (1) the reliance upon "data" that ema-

nates from political rhetoric and racial and ethnic stereotyping, and, (2) the lack of empirical research on Mexican-American communities relative to education.

Order No. 7909503, 93 pp.

THERAPIST PREFERENCES OF BILINGUAL MEXICAN-AMERICAN PSYCHOTHERAPY CANDIDATES

HERRERA, Arnold Eugene, Ph.D.
University of Southern California, 1977

Chairman: Professor A. Steven Frankel

This study was a psychotherapy analogue designed to explore what type of patient-therapist matching might be most conducive to establishing a viable therapeutic relationship with low-income bilingual Mexican-American clients.

Eighty-eight bilingual Mexican-Americans reporting for initial intake interviews at a "barrio" community mental health center were shown one of eight color videotapes prior to their appointments. The videotapes consisted of simulated psychotherapy interviews reflecting different combinations of the independent variables. The main independent variables were therapist ethnicity (ethnically similar vs. ethnically dissimilar), therapist language orientation (monolingual English vs. bilingual Spanish), and therapist professional status (professional vs. paraprofessional).

The content of each tape was identical and depicted a young, married Mexican-American male whose difficulties on the job and at home have resulted in his self-referral. The two therapists and the client enacting the interview received *extensive* training to standardize the presentation across the tapes developed. Both the Anglo and Mexican-American therapist enacted two interviews, one in English, the other in Spanish. In the monolingual conditions, the client's spontaneous code-switch to Spanish early in the interview is responded to in English, with the remainder of the session being conducted in English. In the bilingual condition, the same code-switch is responded to in Spanish, and the interview proceeds in Spanish. The third independent variable, therapist expertise, was denoted by differential introductions of the same therapist as either a professional (Dr.) or paraprofessional (Mr.), with corresponding descriptions of expertise. The ethnolinguistic factors represented in the four tapes, plus the expertise factor varied in the introductions, were all crossed to yield eight experimental conditions.

After viewing the videotaped therapist-client interaction, each subject was

asked to indicate on a projective self-disclosure scale his/her willingness to self-disclose to the particular therapist seen. Therapist preferences were assessed by having clients rate the target therapist on various attitudinal scales.

A significant therapist ethnicity x therapist language interaction effect revealed that bilingual Mexican-Americans prefer two types of therapists, those who are both Anglo and bilingual and those who are Mexican-American but not bilingual. This preference was reflected on measures of attraction, perceived competency, and willingness to self-disclose to these therapists. Use of subjects' age, educational background, degree of bilingual ability, and level of acculturation as covariates in several analyses of covariance revealed no change in the overall pattern of results. This pattern was consistent for both male and female psychotherapy candidates. Further, it made no difference whether therapists were professional or paraprofessional; instead, the critical factors determining therapist preferences appear to be a joint function of therapist ethnicity and language orientation.

On a language usage survey, bilingual Mexican-Americans indicated that in many social situations Spanish was chosen substantially less often than English as the preferred language of interaction. Spanish was not preferred for use in a psychotherapy interview. Subjects did not feel it was crucial for therapists to have a Spanish-speaking ability or that Spanish-speaking therapists were more understanding. Further, Spanish was not preferred for the disclosure of emotional material.

It was concluded that a complete appraisal of the preferences of bilingual Mexican-American clients toward ethnically similar or dissimilar therapists requires the simultaneous assessment of a therapist's language orientation and its interaction with ethnicity. Implications of these findings for the delivery of mental health services to Mexican-Americans as well as prescriptive guidelines for culturally relevant psychotherapy are discussed.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

AN INVESTIGATION OF THE ACCEPTANCE OF BILINGUAL EDUCATION PRINCIPLES AND THE RELATIONSHIP OF THIS ACCEPTANCE TO CURRICULAR PRACTICES OF TEACHERS IN BILINGUAL EDUCATION CLASSROOMS

TRAVELLE, Maria Alicia Rodriguez, Ph.D.
Texas Woman's University, 1977

Major Professor: Dr. Howard L. Stone

PURPOSE OF THE STUDY

The purpose of the study was to investigate the relationship that exists between a teacher's stated acceptance of bilingual educationa principles and the extent to which the bilingual education curriculum is implemented. Factors including the teacher's language competence, training, and choice of assignment were examined for their effect on teache: acceptance of bilingual education and classroom practices. The following hypotheses were tested: 1. Teachers in bilingual education classrooms who exhibit a high degree of acceptance for bilingual education principles will not implement bilingual education curriculum to a higher degree than teachers in bilingual education classrooms who exhibit a lesser degree of acceptance for bilingual education principles. 2. Degree of bilingualism, amount of training, type of training, and choice of assignment make no difference in the extent to which bilingual education teachers agree or disagree with bilingual education principles. 3. Degree of bilingualism, amount of training, type of training, and choice of assignment make no difference in the extent to which bilingual education teachers implement bilingual education curriculum.

PROCEDURES

Data from the teachers were obtained using the *Questionnaire for Teachers in Bilingual Education* (QTBE) administered to measure acceptance of bilingual education principles and implementation of bilingual education curriculum. Additional data on curriculum implementation were obtained from a randomly selected sample of thirty-one of the respondents through classroom observations using the *Bilingual Education Teacher Observation Record.*

CONCLUSIONS

Based on the findings of this study and within its limitations, the following conclusions were made: Bilingual education classroom teachers, in general, indicated in the questionnaire that they accept bilingual education principles and implement bilingual education curriculum to a high degree. Based on the questionnaire data, bilingual education teachers who exhibit a high degree of acceptance for bilingual education principles do not necessarily, as a group, implement bilingual education curriculum to a higher degree than those with a lesser degree of acceptance. Most of the teachers participating in the study had been given a choice as to their job assignment in bilingual education classrooms and had received some training in preparation for teaching in bilingual education. Teachers who were bilingual were more in agreement with the principles of bilingual education that involved the Spanish language and provided instruction in the two languages to a higher degree, as measured by the questionnaire. In general, most of the teachers observed in the study made some provision for a

classroom environment that at least reflected the Spanish language and allowed the students to interact in the language of their choice. Bilingual education teachers, as a group, provide instruction in English with a higher degree of frequency than instruction in Spanish. Observation results indicated that inclusion of the history and culture of Mexican American pupils into the curriculum is not a regular practice of most bilingual education teachers. Bilingual education teachers, as a group, do not utilize Mexican American community resources and resource persons to supplement the educational program. Observation results indicated that teachers say they implement bilingual education curricular practices to a higher degree than they actually do.

Order No. 7801782, 206 pp.

FACILITATING AND CONSTRAINING FACTORS IN THE IMPLEMENTATION OF LANGUAGE PLANNING POLICIES FROM THE PERSPECTIVES OF THE IMPLEMENTORS AND CLIENTS: THE CASE OF THE ARABIC BILINGUAL PROGRAMS IN THE U.S.

ABUHAMDIA, Zakaria Ahmad, Ph.D.
University of Pittsburgh, 1978

The investigation of the implementation phase of policies of planned change in various fields has not been an area of focused research. Yet, policies continue to be formulated and assessed in terms of their outputs or outcomes. The field of language planning has not been an exception; policies are formulated and subsequently evaluated without due consideration of the implementation phase. A careful examination of the literature on language planning reveals that, in many instances, after a policy has made its way through the socio-political and bureaucratic layers, the goals of such a policy are not achieved to the satisfaction of the various groups concerned with and/or affected by it. Nevertheless, implementation has not been included in the bases of evaluating the outcomes of the policy.

In the U.S., there has been much controversy over the bilingual education policy. Research studies and evaluations have come out with varying and, at times, contradictory conclusions as to the efficacy of the policy. But the process of implementing the policy has not received the attention of the researchers or policy-makers. The need for considering the factors, at least from the perspectives of those involved in implementation, that affect the level

of achieving the policy-goals cannot be ignored if a comprehensive evaluation of the policy is to be made. The present study has been undertaken with the objective of investigating the factors that affect the U.S. bilingual education policy during the implementation stage from the viewpoints of the implementation key-actors and clients. In order to make the study sharply focused and practically feasible for one researcher to do, the bilingual programs aimed at one minority language group—the Arab community in the U.S.—were selected as the case study of this research.

The research design adopted in this study comprised the following: (1) an examination of related literature on implementation, and (2) an examination of the evaluation and research studies and legislation on bilingual education in the U.S. The objective of the above aspects was to identify factors that could potentially influence implementation favorably or adversely. Four sets of questionnaires were subsequently developed from the factor-finding search.

The methodology consisted of (1) an examination of documents pertaining to the initiation and current operations of the programs, and (2) administering the questionnaires for the elicitation of the views and perceptions of the key-actors and clients as to the facilitators and constraints in implementing the programs. This was done in structured-interview sessions. The implementation process at the program sites was also observed during the time the writer was doing fieldwork for the study.

Responses of the interviewees were subsequently analyzed and compared with the findings of the official evaluations of the programs. Finally, the findings of this study were related to and interpreted in light of empirical studies and research.

Order No. 7817255, 141 pp.

BILINGUAL-BICULTURAL INSTRUCTIONAL AIDE ROLES AS PERCEIVED BY TEACHERS, ADMINISTRATORS, AND INSTRUCTIONAL AIDES

ORTIZ, Mary N., Ed.D.
University of the Pacific, 1978

The purpose of this study was to investigate the relationship among variables which are integral to the role of the bilingual-bicultural instructional aide, and reflect the perceptions of teachers, administrators, and instructional aides working in bilingual classrooms. The study concerned itself with: (1) the role functions of the bilingual instructional aide, (2) frequency of occurrence of these functions,

and (3) the effectiveness of the aides in performing these functions. The study also investigated two significant relationships: (1) assumed role functions and frequency of occurrence of these, and (2) assumed role functions and effectiveness of role performance.

The need for the study was reviewed in the educational literature which pointed out diversities in the legal status of aides, inconsistencies about their role functions, and a scarcity of research that has dealt with their perceived role functions and effectiveness of role performance.

In order to accomplish the purpose of the study, a self-report questionnaire was developed. Reliability and validity were established for the questionnaire. A total of 150 questionnaires were then distributed to a stratified sample in three school districts of northern California. There was an 82 percent return. The results of the study were based on 124 questionnaires which represented 69 instructional aides, 43 teachers, and 12 administrators. The questionnaire delineated 80 functions. These functions represented five categories: (1) Bilingual-Bicultural, (2) Instructional, (3) Professional Development, (4) School-Community Liaison, and (5) Clerical and Monitorial.

Ten hypotheses were tested for the study. Hypotheses 1, 2, and 3 were designed to look at consensus among the groups regarding desirability, frequency, and competence of role performance of the aides. Hypotheses 4 through 9 tested for within group consensus regarding the relationship among the same variables. Hypothesis 10 was included to determine if there were any biographical variables which influenced the perceived desirable aide functions.

Analysis of variance and Pearson correlation procedures used to interpret the data revealed the following results: (1) There were significant differences in the perceptions of teachers, administrators, and bilingual-bicultural instructional aides regarding the role functions, frequency of occurrence of these, and perceived competence of role performance of the aides. (2) There were significant differences between what the groups perceived to be the ideal and actual role functions of the aides. (3) The largest discrepancies of perceptions were indicated by the teacher and instructional aide groups. (4) The most significant differences recorded by the groups were in the areas of "Bilingual-Bicultural" and "Instructional" functions. (5) The area of perceived competence of role performance showed the largest number of functions for which the hypotheses were rejected.

The conclusions derived from this study were as follows: (1) Significant differences regarding the role of the bilingual-bicultural instructional aides exist among those working directly with these aides. These findings seemed to indicate a lack of communication among the groups involved with interviewing, hiring, training, and placing of the aides. (2) The administrators were closer in their perceptions regarding the ideal and actual role functions of the bilingual aides. This could have been due to the differences in size groups. The researcher suggests that it could be due to the fact that administrators do not work directly with the instructional aides in the classrooms. They would not have the same oppor-

tunity to observe their performance on a daily basis as teachers and aides have. (3) Teachers and instructional aides did not feel that the bilingual instructional aides were performing the main functions for which they were hired. Their main reason seems to be that the aides were not competent to perform the functions. However, only the instructional aides felt that they were not receiving the appropriate training. The researcher suggests that perhaps their competencies or lack of competencies were being taken for granted.

The study recommends that further research be concerned with (1) bilingual-bicultural instructional aide functions and competence of performance of these using similar referent groups but with equal size groups and districts, (2) the use of aides and students' academic progress, and (3) the development of techniques and instruments designed to evaluate the effectiveness of role performance of the bilingual-bicultural instructional aides.

Order No. 7823721, 248 pp.

DEVELOPMENT OF A SYSTEMS APPROACH PLANNING PROCESS FOR A COMMUNITY COLLEGE BILINGUAL EMPLOYMENT TRAINING PROGRAM

RAMIREZ, Alicia Deanna, Ed.D.
University of Southern California, 1978

Chairman: Professor Clive L. Grafton

PURPOSE

The purpose of this study was to establish a process for planning an employment training program in a community college system, using a systems approach.

PROCEDURE

The elements of a planning process for community college associated with employment training programs were identified by applying a systems approach. Once the elements were selected, the were validated by a panel and by documentation. The investigator selected the concepts (elements) to be evaluated. Direction and frequency of documentation of the concepts in literature assisted in their identification and validation. These concepts became the elements. The sum of the elements became the process from which guidelines were established. The process and guidelines were then used to write a sample plan for a

"Bilingual Employment Training English as a Second Language Program." This was written to demonstrate the use of the process and guidelines. A five member systems approach panel was selected on the basis of criteria derived from analysis of CETA and the purpose of the study. This panel validated the process and guidelines, and critiqued the sample plan. By using a checklist developed to differentiate between the most and least important elements and guidelines, priorities were set for their use.

FINDINGS

The elements of a process to plan a bilingual employment training program in a community college using a systems approach were identified as: (1) program analyses (2) outline of constraints, (3) synthesis, (4) alternative approaches, (5) resources, (6) mission statement, (7) goal statement, (8) objectives, (9) process objectives, (10) model, (11) feedback process, (12) schedule, (13) management information system, (14) gap identification, (15) cost effectiveness analysis. All elements of the planning process were necessary to the process. The most important elements were: problem analysis, outline of constraints, synthesis, resources, goal statement, schedule, and cost effectiveness analysis. Guidelines for use of the process resulted from the definition of the elements of the process.

CONCLUSIONS

Identification of the various elements that constitute a process for planning a bilingual employment program was supported by use of systems approach. Significance of the planning process in terms of its elements was that all elements were necessary to the process.

RECOMMENDATIONS

(1) Programs for a specific need and population based on a partnership between an employment training system and a community college system should be developed and expanded using the identified process. (2) A systematic process for planning an employment training program within a community college should be utilized to coordinate with a prime sponsor system. (3) Field testing of the sample plan should occur for purpose of re-evaluating the process.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

THE CONTRIBUTION OF SELECTED ADMINISTRATIVE FACTORS TO THE SUCCESS OF THE INNOVATIVE EDUCATIONAL PROGRAMS IN BILINGUAL NAVAJO INDIAN SCHOOLS

STEVENSON, John Renfrew, Ed.D.
Northern Arizona University, 1970

Adviser: Dr. Robert F. Boothe

INTRODUCTION

It is generally believed that the quality of any educational program is directly related to the quality of administrative leadership in that school.

This study was an investigation to determine the relative importance of selected administrative factors that may contribute to the success of innovative educational programs in bilingual Navajo Indian schools.

PROCEDURE

The history of Navajo education from the time of the Spanish Conquistadors in 1598 to the present time was reviewed as background information. Recent current literature relevant to this problem was reviewed.

Twenty administrative factors were selected as being most important by consensus with practicing Bureau of Indian Affairs administrators.

Data were gathered by direct interview at the school, using a questionnaire as an interview guide. Twelve Bureau of Indian Affairs schools on the Navajo Reservation were selected as a representative sample and data were gathered for 81 innovative projects.

Success rating and essential population data were obtained for each project. The twenty selected administrative factors were rated for performance on a one-to-five interval scale. All data were computer processed. Each factor was compared statistically with the success rating by using the Pearson Correlation method of analysis.

FINDINGS

A review of the literature emphasized these factors: (1) A comprehensive needs assessment for the school population was usually agreed upon as a most important first step. (2) Administrative support helped assure success and lack of it contributed to failure. Parental-community input in design and operation was usually rated as important.

An analysis of the data confirmed some of these results and contradicted others. The factors studied were twelve items in planning and design and eight

for the managerial functions of a project. In addition, cost per child and number of children in a project were analyzed.

The analysis confirmed that effective leadership in the school was most important. A comprehensive needs assessment rated highest in correlation with success. This was closely followed by principal input and staff input in planning. It was important in planning to define the expected academic goals for target children. It is also necessary to carefully describe the needed qualifications for participating staff members of the project.

Surprisingly, parental input, activity planning, and exact identification of target children was not considered important in the planning stages of a project.

In the analysis of managerial functions there were many surprises. Proper space facilities and pre- and post-testing correlated strongly with success. The quality of professional staffing was very important to success.

Regular scheduled supervision and inservice training showed moderate to low relationship to success. Number of children in a project had no relationship to success. Cost per child was important so long as it met a minimum required need; extra funding beyond this amount had no effect on improved success expectancy.

The net result of this investigation confirms that the school principal was important as a *change agent*, an *educational leader*, and *day-to-day administrator* in the success of innovative educational programs.

Order No. 7919013, 136 pp.

A PROFILE OF CALIFORNIA COMMUNITY COLLEGE INSTRUCTORS AND BILINGUAL/BICULTURAL EDUCATION PROGRAMS

VILLARREAL, Gilberto S., Ph.D.
University of Colorado at Boulder, 1979

Director: Y. Arturo Cabrera

STATEMENT OF THE PROBLEM

The fastest growing minority in the nation is the Hispanics in California. This will continue to be so for two reasons: constant immigration from Mexico and Latin America, and the young demographic structure of the Spanish speaking community. The educational needs of the ever-growing population, many of

them Spanish speaking, has become a social imperative of our time, a public need and responsibility. It's a major concern of educators throughout the state.

California Community Colleges have their "open door" policy, and they also have close relationships to their local communities. They are seen as the most accessible and effective vehicle for the delivery of post-secondary opportunity to the Hispanics. There is no central source of validated data available by which to assess the current state of practice in responding to this need. This study was undertaken to provide a data base. It is a first step toward developing a shared understanding of the characteristics, types, and problems of bilingual/bicultural education throughout the entire statewide system of community colleges.

PROCEDURE AND METHODOLOGY

The literature of bilingual/bicultural education is reviewed to gain a general perspective of the state of the art. It is done with special emphasis given to bilingual/bicultural education within the State of California and, in particular, in the California Community Colleges. The central source of data from which to comprehensively overview current practice, a survey instrument, is developed, and mailed to those community colleges that have a bilingual/bicultural program according to Pugh's dissertation. Of fifty colleges, 31 responded. Follow-up mailings and telephone calls assure that all colleges offering courses in a bilingual mode, or bilingual/bicultural programs with bilingual/bicultural instructors, are included in the data base.

The data are analyzed and presented in descriptive text, tabular, and graphic form. Major questions addressed by the study are the following: (1) How many bilingual/bicultural instructors are now in existing programs in California Community Colleges? (2) What are the primary characteristics of these programs? (3) What approaches to these programs reflect (i.e., transitional, maintenance, enrichment)? (4) What implications for the field of bilingual/bicultural education are derived from the above?

RESULTS

Of fifty colleges identified, 31 responded. Thirty-one are known to have bilingual and/or bicultural programs. The characteristics, types, approaches, and detailed findings of the study are presented, with implications for the profession and recommendations for further study.

CONCLUSIONS

The data derived from the survey find that, although bilingual education is not offered throughout the entire California Community College system, a good start has been made already. There is reason to believe that the need to respond to

the educational needs of the Hispanics in California has begun to be recognized It certainly has promise. The findings suggest areas for improvement and research in bilingual/bicultural education in California Community Colleges.

Order No. 8003022, 124 pp.

BILINGUAL PROGRAM MODELS

A MODEL FOR BILINGUAL EDUCATION, GRADES 1-6

McDIVITT, Marilyn S., D.Ed.
The Pennsylvania State University, 1977

This study has explored the specific needs of the Puerto Rican minority student population in Pennsylvania, and developed an educational model based on their needs. This model follows all the requirements of the federal and state governments. The study is divided into four phases.

Phase one reviewed the present position of the Commonwealth of Pennsylvania on bilingual education. The Pennsylvania State laws and mandates indicate that bilingual education, rather than English as a Second Language program, is strongly advocated in all districts having twenty or more students of limited-English ability. There are, as of December, 1975, over 15,000 limited-English speaking students in Pennsylvania school bilingual or ESL programs. Over 9,000 are Puerto Rican, and another 2,000 are Spanish-speaking from a variety of other countries. These are serviced by forty-three ESL programs, and seven one-way or transitional bilingual programs.

Phase two reviewed the position of the Puerto Rican population in Pennsylvania. This Spanish-speaking sub-group is different from other Spanish-speaking minorities in this country because of its racial mixture, its Spanish culture with superimposed American culture and sixty years of American citizenship. Other factors unique to this group are the recent transition of the Island from an agricultural to an urban-center, unceasing mobility on the Mainland, and the low socioeconomic level of the majority of those migrating to the Continent. Several serious and consistent orientation and educational problems are discussed in this phase.

Phase three identified some of the needs of the Hispanophone population that could become objectives of a school program. Some of these are: to increase motivation for learning; to be proud of two heritages; to feel comfortable in the school and the community; to feel that learning tasks are geared to the differing

abilities of each, to work with peers of the dominant culture, and to promote self-concept and inter-personal relationships.

Phase four suggests program components and teaching strategies that fulfill these objectives: team-teaching of one Puerto Rican and one Anglophone teacher in a classroom of fifty at three contiguous grade levels; a two-way, maintenance bilingual program, affective education activities several times a week, group instruction and individualized instruction, contact with parents of both cultures, and field-trip and program planning activities every week, among others.

The resulting bilingual education model based on Pennsylvania guidelines and the Puerto Rican student needs, combines the above strategies and program components into a workable proposal, giving precise classroom organization, teacher deployment, and curriculum sources. Controversial concepts are defended, and internal and external evaluation procedures are included.

Order No. 7803345, 196 pp.

STUDENT ACHIEVEMENT IN A PILOT CURETON READING, CUISENAIRE MATHEMATICS PROGRAM, AND BILINGUAL PROGRAM OF AN ELEMENTARY SCHOOL

ROMERO, Roger Cervantez, Ed.D.
Northern Arizona University, 1977

Adviser: Dr. Paul Lansing

This study was an investigation of two components of an elementary school district's federally-funded Title VII projects. One component measured reading and mathematics achievement of the students. The other component measured the effects of a bilingual education program on student achievement. The reading component used the Cureton reading method to improve the reading achievement level of these elementary school students. The mathematics component used the Cuisenaire method to improve the mathematics achievement level. The bilingual education component was used to improve academic achievement and language development.

This investigation used an experimental design with the sample composed of students in grades 1-6 for the reading and mathematics groups and students in grades K-3 in the bilingual component. Students in the control group were enrolled at similar grade levels. All students included in the study were in attendance in the school district during the 1975-76 school year.

The study compared student achievement over a time span of eight months between pre-test and post-test. The experimental and control groups were compared using the results of standardized achievement tests. The instruments used in the comparisons were the Metropolitan Achievement Test for the reading and mathematics groups and the Inter-American Test of General Ability for the bilingual group. The test results were converted to Stanford Achievement Test Grade-Level Equivalent Scores, and then the scores of the groups in the reading and mathematics components were compared. Comparisons between the two groups in the bilingual program were computed using the raw achievement score gains.

Three null hypotheses were developed to test for significance between the experimental and control groups. These hypotheses compared student achievement in reading, mathematics, and language comprehension. The comparisons accounted for differences in grade level, ethnicity, and sex.

The data collected in the study were statistically analyzed with a t-test of the difference in the means of the experimental group and the control group. The results of the study were:

1. The students in the experimental reading component did not score significantly higher than those in the control group. Two of the thirteen null hypotheses tested in this component were significant. This indicated that there was little difference between the experimental and control groups.

2. In the mathematics component, the effects of the treatment indicated statistical significance in grades one and six. When comparisons were made using sex as a variable, male and female students in the experimental group achieved significantly better than those in the control group. The treatment group in this component did show significance in forty-six percent of the null hypotheses tested.

3. The bilingual component failed to show statistical significance except in the case of female Mexican-American students.

These programs when analyzed separately and statistically did not generally indicate significance at the .05 level. However, when viewed from the educational perspective of student progress, positive gains were made in almost every instance.

Order No. 7824571, 107 pp.

AN INTERDISCIPLINARY APPROACH TO BILINGUAL BICULTURAL EDUCATION: THE PALOMAR COLLEGE MODEL

ZEVIN, Patricia Ernenwein, Ph.D.
United States International University, 1977

Chairman: John D. Donoghue

PROBLEM

The problem addressed by the study was to find a community college model for bilingual education which would meet the needs of community populations served by Palomar College as these were evidenced during the years 1969–77. Elements of the problem were identified as (1) Humanistic; (2) Intellectual; (3) Vocational. Aspects of the problem involved the development of a model which would provide for (1) personal growth and development of both Mexican Americans and Anglos in a bilingual bicultural academic program; (2) community interaction for intercultural awareness, understanding, and involvement in a democratic, social and intellectual environment; (3) a career ladder designed to extend the range of skills and develop the capabilities of bilingual persons in order to enhance their employment opportunities; (4) communication with other community colleges and institutions of higher education to assess current status of the field; (5) leadership in the community colleges in the field of bilingual education.

METHOD

A theoretical linguistic model was established which was opposed to the traditional model in operation in the college. Criteria for cognitive skills were based on the theoretical model using community and academic resources. The method was operational and functional, incorporating orientation to student needs in the nontraditional academic setting of a unique delivery system. Curricular content was developed on an integrity model and expanded to meet emerging needs. Processes were dynamic and subjected to an information processing loop for correction proceeding from cognitive model to community through feedback systems to cognitive model.

RESULTS

The model was a unique experiment functioning in two aspects of bilingual bicultural education: (1) language and culture in a dual-language community bilingual centers for adults and their children; (2) bilingual bicultural paraprofessional and teacher trainee preparation at the community college level. It was established as the first Associate in Arts degree and certificate program in Bilingual Education approved in the state of California. Interim progress was reported in terms of positive growth factors in scope, range, and effectiveness in the community and showed gains in terms of goals set forth above. The model provided needed services to Anglos and Mexican Americans and a career ladder for bilingual persons. As an effective model for community college bilingual bicultural education, the Palomar program exhibited ten significant characteristics: (1) interdisciplinary approach; (2) theoretical linguistic foundation; (3) dual-language population, both students and staff; (4) bilingual preschool support

systems; (5) career ladder with entry at monolingual preliterate level and exit at bilingual transfer level; (6) no age, language, culture, or other limitations to learning; (7) innovative and flexible design and requisite delivery systems; (8) democratic organizational structure based on community interaction; (9) bilingual communication feedback systems for model correction; (10) integrity of content. It was concluded that the Palomar College Model for Bilingual Bicultural Education could be replicated with positive results in other institutions throughout the United States and in those nations exhibiting needs for intercultural understanding through similar structures encouraging mutually supportive sociolinguistic interaction between diverse language and culture groups. It was recommended (1) that both majority (Anglo) and minority populations be included in the goals for long-range planning, development and implementation of bilingual bicultural education; (2) that the training of professionals in the interdisciplinary field of bilingual education include studies relating language, culture, and education to the growth and development of bilingual bicultural persons within the context of modern American society.

Order No. 77-26,579, 158 pages.

AN OPEN SYSTEMS MODEL: MAINSTREAMING EXCEPTIONAL AND BILINGUAL ELEMENTARY EDUCATION CHILDREN CONCEPTUALIZED ALONG A PIAGETIAN DEVELOPMENTAL CONTINUUM

SHULMAN, Valerie Lowitz, Ph.D.
Fordham University, 1978

Mentor: Carolyn Hedley

The purpose of this investigation was to devise a General Systems Model utilizing the Open System as analogue to redefine the structure and function of elementary education as it has been altered by P.L. 94-142 (Education for All Handicapped Children Act, 1975).

The investigator sought to answer the following general questions:

(1) Is the Open System analogue appropriate to the system of elementary education?

(2) What competencies are necessary for the receptor teacher of a broad based student population conceptualized within the context of an Open System of Elementary Education?

(3) How could those competencies be acquired inservice?

Development and application of the Model occurred in three interrelated phases reflective of the levels of conceptual categories within the Model. Levels were defined by their functions. Level I defined the structure of the Model. Level II mapped selected input data onto that structure. Level III sought a response to specific environmental data, P.L. 94-142.

Through the process of conceptual analysis, four major competency clusters were discerned. Those clusters include the overlapping knowledges, skills, and teaching strategies that provide the core of the elementary education teaching domain geared to the needs of a broad based student population. Nine inservice training procedures directed to the acquisition of those competency clusters were investigated, each appropriate to the experienced classroom teacher. A delivery system utilizing those procedures, was developed.

The Model and its issue, i.e., the competencies, suggested inservice procedures, and the delivery system, were validated by a Panel of Experts. Validation was pursued in three interrelated phases reflective of the functional levels and were stated in terms of the Heuristics, Isomorphism, and Correspondence of the Model. Heuristics referred to the validity of the data base. Isomorphism required the demonstration of a parallel structure within the Model and the analogue. Correspondence was concerned with the validity of the mapping process, demonstrating the stages through which the Model evolved to its current form.

Analysis of the data derived from the validation procedures led to the following conclusions: (1) The Open System is an appropriate analogue of both the structure and the functions of the Open System of Elementary Education; (2) The data selected for inclusion during the mapping process defined the broad based student population by accounting for those characteristics which defined similarities among students and those among teaching domains; (3) The Knowledges, skills, and teaching strategies generated by the Model are consistent with the conceptualization of a broad based student population within the Open System of Elementary Education; (4) The procedures defined within the Model are appropriate for training inservice teachers in the knowledges, skills, and teaching strategies consistent with the role of an elementary classroom teacher of a broad based student population ages 5-12.

Further research appears necessary: (1) to determine if those competencies generated by the Model accurately define the actual teaching role of an elementary classroom teacher of a broad based student population; (2) To determine if those inservice training procedures defined within the Model are effective means of training teachers in those knowledges, skills, and teaching strategies consistent with the actual role; (3) To determine the effectiveness of the paired University/Local system of delivery for inservice teacher training.

Order No. 7816579, 425 pp.

BILINGUAL/BICULTURAL EDUCATION AT THE CALIFORNIA COMMUNITY COLLEGE: A DESCRIPTIVE STUDY OF SPANISH/ENGLISH PROGRAMS

PISANO-PUGH, Gabriela Alicia, Ed.D.
University of San Francisco, 1979.

Chairperson: Dr. Alma Flor Ada

STATEMENT OF THE PROBLEM

Projections by the California State Department of Finance estimate that by 1980, one-fourth of the total population of the state will be Hispanic. Serving the educational needs of this burgeoning population has become a major concern of educators throughout the state.

Community colleges, with their "open door" policy and close relationships to their local communities, are seen as the most accessible and effective vehicle for the delivery of higher educational opportunity to the Hispanics.

At the time of this writing, no central source of validated data was available by which to assess the current status of practice in responding to this need. This study was undertaken to provide such a data base.

PROCEDURE AND METHODOLOGY

This study reviewed the literature on community college bilingual/bicultural programs in the United States and in California. The California Colleges were surveyed, utilizing a questionnaire to identify bilingual/bicultural programs, their characteristics and scope. Based upon the data derived, they were grouped by type in four categories developed by this reseracher following Joshua Fishman's model. Analysis of these data was presented in graphic and tabular form, expanded for this treatment by on-site interviews at four institutions within the type categories.

FINDINGS

Results indicated that of 106 community colleges, 31 had bilingual and/or bicultural programs, 12 had bilingual courses only, 40 offered English as a Second Language only, and five had no offerings in any of the above categories.

The author presents descriptive analysis of the major characteristics of bilingual/bicultural offerings, including objectives, mode of establishment, degree of community involvement, faculty characteristics, student profiles, recruitment and retention, instructional objectives and materials, articulation, funding and evaluation.

CONCLUSIONS

This study has demonstrated that bilingual/bicultural education is an effective way to attract and retain the Hispanic population at the community college in California. The fact that over 40 of the colleges in the state system are offering instruction in the bilingual/bicultural mode at this time is seen as a significant step toward serving this population.

The author concludes from the data that bilingual/bicultural programs in California community colleges can be expected to be meaningful in proportion to their degree of institutionalization as reflected in the commitment of institutions offering such programs to permanent funding, faculty, continuity and multiplicity of offerings.

The significance of the study lies in the fact that it is a first attempt to comprehensively report the status of bilingual/bicultural education at the community college level in California. It provides a central source of data from which research of a more empirical nature can emanate.

The study concludes with the presentation of a detailed set of recommendations for further study in the areas of both theory and practice, and states implications for the profession.

Order No. 8001080, 289 pp.

COMPARATIVE STUDIES: BILINGUAL/MONOLINGUAL

THE FUNCTIONAL SIGNIFICANCE OF PRIVATE SPEECH DURING PROBLEM SOLVING IN MONOLINGUAL AND BILINGUAL TWO- TO FIVE-YEAR-OLD PRESCHOOLERS

AMODEO, Luiza B., Ph.D.
University of California, Los Angeles, 1977

Chairperson: Professor Norma D. Feshbach

The lack of success in educating children from different ethnic and cultural backgrounds presents an overwhelming challenge for educators and researchers. Thus far, the variety of educational interventions attempted have generally resulted in equivocal educational outcomes. The responsibility for the discouraging results have been attributed to a diversity of factors, such as culture inadequacy, low achievement motivation, low socio-economic status, and lan-

guage deficiency. This research investigation focuses on one aspect of the developmental progress in language acquisition, "private speech," especially as it relates to monolingual and bilingual preschoolers from three ethnic groups.

Eighty children were selected from two preschools within the greater Los Angeles community for the study: 20 Anglo-Americans (12 girls and eight boys, ranging in age from two years and three months to five years and 11 months); 30 Asian-Americans (15 girls and 15 boys, ranging in age from three years to five years and 11 months); 30 Spanish-Speaking, Spanish-Surnamed (13 girls and 17 boys, ranging in age from three years and two months to five years and 11 months). Using teacher and teacher aide assessments, the children were ranked on measures of intellectual performance, reflectivity/impulsivity, and monolingualism/bilingualism. The children were observed in the school setting while reassembling puzzles of increasing difficulty by trained observers for a total of three sessions. The first two sessions were tape-recorded and the final session was video-taped.

Because of the small and disproportional numbers in some of the cells of the Culture/Language/Sex design, as well as the empty cell in the Ethnicity/Language design, and in order to include all plausible causal paths, a path analysis (Land, 1968) was employed as the method of analysis rather than analysis of variance. The analysis results clearly supported the hypothesis that differences do exist in the quantity of private speech productions between monolingual and bilingual children; no differences were found for quality of private speech productions. No differences were found in task performance between the two groups. The most important finding was that some children talk and some do not, and of the group who do not, a higher proportion was found within the group of children assessed as having bilingual potential.

Order No. 77-23,838, 163 pages.

COMPARISONS OF ACHIEVEMENT BETWEEN HIGH SCHOOL MONOLINGUALS AND BILINGUALS

BROUSSARD, Sue Evelyn Lemaire, Ph.D.
The Louisiana State University and
Agricultural and Mechanical College, 1977

Supervisor: Professor J. Berton Gremillion

The purpose of this study was to determine if bilingual high school students from homes where French and English are spoken achieved at a significantly different level than did high school monolinguals. The subjects, 401 bilinguals and 550 monolinguals, were identified through the Hoffman Bilingual Schedule

administered to tenth and eleventh graders from ten schools in Vermilion Parish, Louisiana. The *t* test comparisons of the English, reading, and spelling test scores on the Stanford Achievement Test, Basic Battery, Form X, made by bilinguals and monolinguals were computed. Subjects were grouped for comparisons by total population, IQ, sex, race, and school.

Comparisons for statistically significant differences (tested at .05) indicated that: 1. Monolinguals achieved at significantly higher levels than bilinguals on the English, reading, and spelling tests. 2. No significant differences were found on the three tests when monolinguals and bilinguals with high IQ's were compared. 3. A significant differernce existed for the English test in favor of monolinguals when subjects of average IQ were grouped. 4. No significant differences were found when subjects of low IQ were grouped. 5. Female monolinguals achieved significantly higher than female bilinguals on the English test. 6. Male monolinguals achieved higher than male bilinguals on the reading test. 7. No significant differences were found when black monolinguals and black bilinguals were compared. 8. White monolinguals achieved significantly higher than white bilinguals on all tests. 9. No significant differences were found in Schools B, E, F, G, H, I, and J. 10. Monolinguals in Schools C and D achieved at significantly higher levels than bilinguals on each of the tests.

Results of this study indicated that further research is needed which would incorporate socio-psycho-linguistic variables. Since two schools registered significant differences on all tests to the disadvantage of bilinguals, these school populations would render subjects with whom to pursue interdisciplinary research, as well as contrastive analysis studies to determine French interference.

Order No. 77-25,372, 67 pages.

BILINGUAL INSTRUCTION: ITS RELATIONSHIP TO COGNITIVE AND AFFECTIVE DEVELOPMENT—WITH IMPLICATIONS FOR EDUCATIONAL POLICY DECISIONS

GARCÍA, Ramiro, Ed.D.
University of California, Los Angeles, 1977
Chairman: Professor Simon Gonzalez

This investigation addressed the following question: What is the relative effectiveness of bilingual instruction as compared with traditional monolingual instruction in the education of Mexican American children?

Specifically, the study compared the mathematics and reading achievement of two groups of pupils, as measured by the Comprehensive Tests of Basic Skills.

At the time that the tests were administered, pupils in the experimental group had received bilingual instruction for five years, while pupils in the control group had been taught solely in English during the same period of time.

Also compared were the responses of pupils in the two groups on the Dimensions of Self-Concept (DOSC) Instrument developed by Professors William B. Michael and Robert A. Smith at the University of Southern California.

The eight schools involved in the study are located in a predominantly Mexican American area of Los Angeles, California. The four experimental schools implemented the Title VII Bilingual Schools Program, while the four control schools offered the standard program of the Los Angeles Unified School District.

The subjects of the study were the following: 1. Fifth-grade pupils whose cumulative records included scores on the fourth-grade Comprehensive Tests of Basic Skills in reading vocabulary, reading comprehension, arithmetic concepts, arithmetic computations, and arithmetic applications; and 2. Sixth-grade pupils whose cumulative records included scores on the fifth-grade Comprehensive Tests of Basic Skills in reading vocabulary, reading comprehension, arithmetic concepts, arithmetic computations, and arithmetic applications.

The experimental group consisted of 81 pupils in the fifth grade and 81 in the sixth grade. The control group included 91 pupils in the fifth grade and 109 in the sixth grade, for a total of 362 Mexican American children in the study.

During the second phase of the collection of the data, the investigator administered the 70-item, 5-factor Dimensions of Self-Concept (DOSC) Instrument to all pupils in the experimental and control groups. The test yielded information on the following factors: level of aspiration, level of anxiety, academic interest and satisfaction, leadership and initiative, and alienation versus identification.

It was hypothesized that children in the experimental group would achieve at a significantly higher level than children in the control group in reading vocabulary and comprehension, in arithmetic concepts, computations, and applications, and in the five factors of the self-concept measured by the DOSC instrument.

Achievement measures on reading vocabulary, reading comprehension, arithmetic concepts, arithmetic computations, and arithmetic applications were analyzed separately for the fifth- and sixth-grade pupils in the experimental and control groups. For fifth-grade experimental and control groups measured on grade 4 CTBS achievement, separate analyses of variance for each of the five dependent variables yielded two significant differences (beyond the .05 alpha level) in reading vocabulary and in arithmetic computations. The analyses indicated that the control group achieved a higher level of reading vocabulary than the experimental group. The analyses also indicated that the experimental group surpassed the control group in arithmetic computations.

For sixth-grade experimental and control groups measured on grade 5 CTBS achievement, separate analyses of variance for each of the five dependent variables yielded no significant differences between the two groups.

Scores on the Dimensions of Self-Concept (DOSC) Instrument also were analyzed separately for the fifth- and sixth-grade pupils in the experimental and control groups. Separate analyses of variance for each of the five factors measured by the instrument yielded no significant differences between the fifth-grade experimental and control groups.

The analyses indicated similar results for sixth-grade pupils. That is, no significant differences were found between the experimental and control groups on any of the five factors tested by the DOSC Instrument.

Order No. 77-23,860, 184 pages.

CHILDREN'S CULTURAL ORGANIZATION, ATTITUDES TOWARD PEERS, AND ROLE-TAKING ABILITY AS RELATED TO MONOCULTURAL AND BICULTURAL TEACHING

GOEBES, Diane Diaz, Ph.D.
The Catholic University of America, 1977

The purpose of this study was to investigate whether schools with bicultural teaching differed from those with monocultural teaching in their effects on the personality development of children from different cultural groups. Specifically, it compared cultural organization, attitudes toward peers, and role-taking ability in two age groups of girls from different cultures from two elementary schools.

There were three hypotheses: Hypothesis I stated that cultural organization of peers groups is significantly related to the cultural organization of the teachers; Hypothesis II stated that children's attitudes towards peers of other cultures is significantly related to the cultural organization of the teachers; Hypothesis III stated that children's role-taking ability is significantly related to the role-taking of the teachers.

The children selected were 47 elementary school girls, 22 from a bicultural (Spanish/English) school and 25 from a monocultural (English only) school. Approximately half of each group was composed of younger girls (9 and 10 years old) and half of older girls (11 and 12 years old). All the girls were estimated to be of normal intelligence, and were equated on age, SES, culture, and home neighborhood. The data were collected by someone other than the writer in order to eliminate any experimenter bias.

Hypothesis I was tested by observations of the girls during sepcially-designed games and at lunch periods, with the data collector noting whether the girls chose to associate with peers of their own cultural group or the other one.

Hypothesis II was tested by the Me, Anglo-American, Mexican-American Semantic Differential Test, with a fictional cultural group added to assess generalization of attitudes. Hypothesis III was tested by a Piagetian role-taking task in which the girls were asked to tell stories from the viewpoints of two accomplices of the data collector, one Anglo and one Latino.

Data from the observations, the semantic differential, and the role-taking task were examined by analyses of variance and by t-tests. Hypothesis I was supported. Children at the bicultural school chose to associate significantly more often with peers of the other culture than did children at the monocultural school. Hypothesis II was also supported. The children at the bicultural school rated peers of the other culture, the fictional culture, and themselves more favorably than did children at the monocultural school. For Hypotheses I and II an age-by-school interaction was found, indicating that while there were no differences between the younger children from each school on the variables measured, there were significant differences between the older children. Hypothesis III was not supported. No difference was found in the role-taking ability of the children.

In conclusion, bicultural as compared to monocultural teaching seems to have a significant effect on the cultural organization and attitudes towards self and peers of older elementary school girls.

Order No. 77-19,970, 103 pages.

THE EFFECTS OF BILINGUALISM ON THE STRUCTURE OF THE INTELLECT

SIMMS, Ernest George, Ed.D.
Boston University School of Education, 1977

Major Professor: Dr. A. Cornelia Sheehan

The problem to which this study addresses itself is what, if any, are the effects of bilingualism and the structure of the intellect? The sample used in the study included one hundred and thirty-five eleventh and twelfth grade students (67 monolinguists and 68 bilinguists). Also included was an additional twenty-eight (monolingual) ninth graders selected from the elementary school. Both groups of students were selected from the Fall River, Massachusetts, School System.

Data for the study were collected from eighteen of the Guilford Structure of the Intellect Tests. All tests were selected from the cognitive process dimension of the Structure of the Intellect Model, utilizing the Figural, Symbolic and Semantic content areas and all six product dimensions, i.e., Units, Classes, Relations, Systems, Transformations and Implications. In addition to responses to the

test items, a questionnaire was used to collect personal and socioeconomic data to be employed in the interpretation of the test scores.

The tests revealed that the bilinguists did statistically significantly better than the monolinguists on seven of the nineteen tests administered (Cognition for Semantic Systems, Cognition for Semantic Transformation, Cognition for Figural Units, Cognition for Figural Relations, Cognition for Figural Systems and Cognition for Symbolic Implications); that the performance of the monolinguists was significantly superior to the bilinguists on three of the tests (Cognition for Semantic Units, Cognition for Semantic Relations and Cognition for Symbolic Transformation); that there were no statistically significant differences observed between the bilinguists and the monolinguists on nine of the nineteen tests (Cognition for Symbolic Units, Cognition for Figural Classes, Cognition for Figural Transformations, Cognition for Figural Implications, Cognition for Symbolic Classes, Cognition for Symbolic Relations, Cognition for Symbolic Systems, Cognition for Semantic Classes and Cognition for Semantic Implications). The bilinguists did significantly better than the monolinguists on Figural and Semantic content while the monolinguists did better on Semantic content.

A further analysis using the multiple analysis of variance revealed that significant interaction had occurred between language, i.e., bilinguist versus monolinguist, and some of the dimensions of the Guilford model: content and product ($p < .001$), product and language ($p < .001$), content, product and language ($p < .001$). The only interaction for which no significance was reported was between language and content. This indicates that linguality did play a role in the performance on the content dimension of the tests.

The following correlations with Otis Lennon I.Q. were obtained: .08 with combined total Structure of the Intellect score for both bilinguists and monolinguists, .28 with total score for the monolinguists and .09 with total score for the bilinguists. Only for the monolinguists was the correlation significant.

In predicting the relationship of IQ and language to test scores, the multiple regression was employed. The results reveal that language accounted for at least 7% of the variance on the total test score while IQ accounted for less than 1%. It could be predicted that bilinguists would score 29.1 points better than the monolinguists on total test score when the effects of IQ have been held constant.

When total test scores were compared using demographic data a significant relationship was found for the following variables: length of mother's residency in the United States (.82); IQ (.17); Language (.29) and program of study (.17).

The results of the study have confirmed the hypotheses that there is a difference in the performance between the bilinguists and the monolinguists as measured by the Guilford Structure of the Intellect tests; that the bilinguists possess greater mental flexibility and reasoning capability; that language more than IQ contributed to the variance in test performance and that indeed certain sociocultural variables do figure in the overall interpretation of the test scores.

Order No. 77-21,678, 273 pages.

UNILINGUAL AND BILINGUAL COMPARISON SPEEDS FOR SPANISH AND ENGLISH SYNONYMS, CATEGORY INSTANCES AND UNRELATED WORDS

SIMPSON, Evelyn Lou, Ph.D.
State University of New York at Buffalo, 1977

The organization of semantic memory in adult bilinguals was studied by measuring the response times of 30 Spanish-English coordinate bilinguals as they compared the meanings of words in pairs. The Feature Comparison Model of semantic memory (Smith, Rips, & Shoben, 1974) was found superior to both the common storage and separate storage hypotheses of bilingual functioning in predicting the patterns of response times.

In the study, the words of a pair were Semantically Related in one of four ways. They were (a) Identical in Name, (b) Synonymous, (c) members of the same Category, or (d) Unrelated. There were also four Language Combination conditions: (a) both words in English, (b) both in Spanish, (c) the first in English and the second in Spanish, and (d) the first in Spanish and the second in English. The validity of the existence of the proposed relationship between the words of a pair was supported by the judgments of dictionaries, bilingual informants and monolingual speakers of English and Spanish. Twenty word pairs were chosen to represent each of the 14 conditions of the experiment. The stimulus words were intances of many different categories.

During the experiment, subjects pressed a lever marked "yes" if the two words projected on the wall in front of them were Related in meaning, i.e., if the words were Name-Identical, Synonymous, or Categorically-related. They pressed the "no" level if the words were Unrelated.

The Language Background Questionnaire, completed by the subjects, indicated that each subject was a Spanish-dominant bilingual who had grown up in a Spanish-speaking country and had lived in an English-speaking country at least 3-1/2 years.

The magnitudes of the response times of the bilingual subjects were similar to those of monolinguals in other studies. Multivariate and univariate analyses of variance were performed on the response time data. As predicted by the Feature Comparison Model, Name-Identical pairs were judged more quickly than Synonymous pairs, while Synonymous pairs were judged more quickly than Category pairs. Unrelated pairs were judged more slowly than any other item type.

Spanish Unilingual pairs were judged more quickly than English Unilingual pairs in the Identical, Synonymous, and Category conditions. Unilingual pairs taken together were *not* judged more quickly than Bilingual pairs. Indeed, Translation Equivalents were judged more quickly than Same-language Syno-

nyms. Language Combination did not influence response times of Unrelated pairs taken as a set.

An order effect, predicted by the Feature Comparison Model, was found in the Category condition. Spanish/English pairs were judged as quickly as Unilingual Spanish pairs and English/Spanish pairs were judged as quickly as Unilingual English pairs. It is proposed that bilingual adults do not organize their semantic knowledge in different ways for their dominant and non-dominant language. Rather they require more time to retrieve the category superordinate of a non-dominant than of a dominant language word. Once the category superordinate of the first word has been determined, deciding whether or not the second word is an instance of the category does not depend on the dominance of the language of the word. The results of the experiment also indicate that translation equivalents should not be regarded merely as different-language synonyms.

Order No. 77-19,478,122 pages.

RELATIONSHIP OF MODES OF INSTRUCTION AND BILINGUALISM TO ACHIEVEMENT IN LIBRARY SKILLS

BOBOTIS, Norma Carmen, Ph.D.
The University of New Mexico, 1978

PURPOSE

The purpose of this research was to study the short-term achievement of Spanish and non-Spanish-speaking Mexican-American students as compared to Anglo-American students using three modes of instruction. A visual, an oral, and a performance-based mode of instruction to teach library skills was used in this study.

PROCEDURE

Twenty-one seventh grade classes were grouped into one of three modes of instruction: overhead transparencies, lecture, or performance-based approach. To determine students' gain in acquisition of library usage, the same test was used as a pretest and posttest. A 3 x 2 analysis of covariance was utilized, using the pretest and reading scores as covariates, to test the null hypothesis that there is no significant difference: (1) among the three modes of instruction; (2) between Mexican-American and Anglo-American students; (3) between Spanish-speaking and non-Spanish-speaking Mexican-Americans. All students used in the sample were reading at a grade instructional level.

RESULTS

The findings revealed that the performance-based mode of instruction produced greater achievement gains than did the overhead transparency and lecture modes of instruction. The test results of Mexican-American and Anglo-American students were compared to determine whether there was any difference when allowance was made for reading level. The Anglo-American group had significantly higher scores than the Mexican-American group in all three modes of instruction. In comparing Spanish-speaking and non-Spanish-speaking Mexican-Americans in the performance mode, the findings revealed no significant difference between the two groups.

CONCLUSIONS

The reason the performance-based mode surpassed the other two methods significantly may be that simulation of the "real thing," whenever possible, seems to give students a more tangible and lasting experience by reinforcing and transforming theory into practice.

For the sample used in this study, it appeared that ethnicity may have had an effect on the acquisition of library skills since the Anglo-American students surpassed the Mexican-American students in each of the three modes of instruction. The difference in performance may have occurred because of attitudinal differences between the two groups toward education, and/or the three instructional modes may have been more effective with Anglo-Americans. Since there was a significant difference between Mexican-American and Anglo-American Students in each of the three modes of instruction, and since both groups' reading scores were at a grade instructional level, it appeared that reading was not the only significant factor in the acquisition of library usage skills.

When Mexican-American students were reading at a functional instructional grade level, speaking Spanish at home was neither a significant positive nor negative factor in acquiring skills such as library usage.

Order No. 7912929, 158 pp.

A COMPARATIVE ANALYSIS OF THE SEMANTIC DISTANCE AND SEMANTIC JUDGMENT OF ENGLISH MONOLINGUAL AND SPANISH-ENGLISH BILINGUAL STUDENTS

DURGA, Ramanand, Ph.D.
Fordham University, 1978

Mentor: Claire Ashby-Davis

INTRODUCTION

Biculturalism implies more than bilingualism. It means knowing and being able to operate successfully in two cultures; that is, the students and the teacher must be familiar with two modes of behavior. Language is an excellent source in studying these behaviors since it has its referent in the culture it represents. It is governed by the beliefs, values, and customs of a particular culture. It further reflects or gives clues to the thoughts and feelings of the people representative of that culture.

The same word in one language will often not produce the same reaction when translated into another. In some cases it cannot be translated into another language because of the absence of a corresponding concept. Students who are brought into contact with a second language would tend to interpret the second language with a frame of reference in their own culture. Such intrusion of one linguistic system upon another is commonly known as linguistic interference (Dalrymple-Alford, 1968; and Kintsch and Kintsch, 1969).

STATEMENT OF THE PROBLEM

It was the purpose of this study to analyze the commonalities and differences in the perception of meaning, on specific lexical items, by English monolingual and Spanish-English bilingual students, and to investigate if the differences contribute to interlingual interference. This objectice was achieved by employing the network model of the semantic memory to analyze the semantic distance and the semantic judgment of the monolingual and bilingual students.

METHOD

The subjects consisted of 10 English monolingual students (5 male and 5 female) randomly selected from the accessible population. Each monolingual student was matched to two Spanish-English bilingual students (one apparent bilingual and one Spanish-dominant bilingual) on selected variables.

The investigator developed and validated the *Test of Semantic Distance* and the *Test of Semantic Judgment* in order to measure treatment effect. There were

also two alternate forms of the *Test of Semantic Distance* in which test items appeared randomly either in English or Spanish. The Spanish version of both tests was administered to the Spanish-dominant bilingual subjects while the English version was given to the English monolingual subjects. The alternate forms of the *Test of Semantic Distance* were administered to the apparent bilingual students. These students also had a choice of one of the two language versions of the *Test of Semantic Judgment*. The analysis of variance and the t-test were used to analyze students' responses.

RESULTS

The findings of this study indicated that linguistic information was stored in a hierarchical structure in the semantic memory for both ethnic groups under consideration. However, the hierarchically structured verbal information in English was not the same as that in Spanish. The apparent bilingual subjects who were operating in two languages seemed to have developed more than one linguistic structure in the semantic memory. Besides, there was significant difference between subjects operating in a monolingual context and those operating in a bilingual context ($t = 3.28$, $p < .01$; $t = 2.90$, $p < .01$). Different hierarchical structures between the two languages appeared to be the source of interlingual interference since one language system intruded upon the other during the processing of verbal information. Even though the intrusion of one language system upon the other delayed the processing of verbal information, the different linguistic structures of the apparent bilingual subjects indicated a richer semantic store.

The hierarchical structure of linguistic information in the semantic memory was undoubtedly influenced by the linguistic environment and this factor caused variations across cultures. The variation of linguistic information across cultures was identified as a crucial one in interlingual interference. The results further suggested that such interference may be occurring at the retrieval stage of verbal information from the semantic memory.

Order No. 7808993, 260 pp.

TEACHERS' PERCEPTIONS AND STUDENTS' BEHAVIOR IN BILINGUAL VS. MONOLINGUAL SCHOOLS

GALLEGOS, George Ruben, Ph.D.
University of Denver, 1978

The present study attempted to examine the extent to which Mexican-American and Anglo teachers' ratings of Mexican-American and Anglo students' on-task

behavior in bilingual and monolingual schools converge with the actual observed behavior. This was done by gathering teachers' ratings of on-task behavior for selected students and then objectively observing the on-task behavior of these same target subjects.

Central hypotheses dealing with teachers' ratings predicting main effects for student ethnicity, and interaction effects for type of school and student ethnicity, teacher ethnicity and student ethnicity were unconfirmed. While no main or interaction effects were anticipated for students' observed on-task behavior, type of school and teacher ethnicity were found to be important influencing variables on students' on-task behavior. Finally convergence hypotheses predicting differences in the accuracy of Mexican-American and Anglo teachers' ratings of Mexican-American and Anglo students in bilingual and monolingual schools were unconfirmed.

The obtained results indicated less on-task behavior in bilingual as compared to monolingual schools, with Anglo teachers in bilingual schools experiencing less on-task in their classrooms as compared to other teachers in other schools. Unfortunately structured vs. unstructured classrooms confounded this effect. No conclusive statements can be made regarding teachers' perceptions of students and the accuracy of their ratings.

Order No. 7812866, 109 pp.

A COMPARATIVE STUDY OF THE ENGLISH LANGUAGE PROFICIENCY OF MONOLINGUAL AND BILINGUAL CHILDREN

MOLL, Dianne-Lynn, Ph.D.
University of Pittsburgh, 1978

This study was designed to determine if a bilingual second-grade population compared favorably with their monolingual peer group on a battery of tests measuring their English language proficiency. The research was based on the position that there is a necessary level of linguistic attainment for satisfactory academic achievement in a second grade population.

The subjects were 130 children attending second grade in American schools, located in military bases in South West Germany. The experimental Group was comprised of sixty-five children regarded as being bilingual. The Control Group was sixty-five monolingual American Enlish speakers selected from the same classrooms as the Experimental Group. The bilingual and monolingual students were matched on the following parameters: sex, age, classroom teacher, father's military rank, and classroom achievement.

The children were screened for intellectual limitation or incapacitating emotional difficulties on the Goodenough Draw-a-man Test. A language question-

naire was obtained from the parents of each child to determine the nature of the child's language contacts, and the validity of his/her membership in the bilingual or monolingual group; the children's classroom teachers also provided an evaluation of each child's scholastic achievement.

The test battery consisted of four tests: two standardized tests—the Peabody Picture Vocabulary Test (PPVT), and the Gray Oral Reading (Gray), and two tests developed by the examiner—a morpheme assessment task (MAT), and a sentence repetition task (SRT). Taped recordings of the children were evaluated for foreign accent by three judges.

On tests of vocabulary (PPVT) and morphology (MAT), the monolingual children performed significantly better (at the .001 level) than the bilinguals. There was no significant difference in the performance of the two groups in sentence repetition (SRT), and oral reading (Gray). However, a higher percentage of the bilingual children's errors in sentence repetition and oral reading was agrammatical. The bilingual and monolingual groups could not be differentiated from one another on the basis of the phonological aspects of foreign accent.

Bilingual students compared favorably with their classmates on measures of oral reading and sentence repetition, although not on measures of vocabulay and morphology. Since the bilinguals were matched on academic achievements with their monolingual peers, we can assume that their vocabulary and morphology were adequate for the second-grade, even if not as extensive as that of the monolinguals. Linguistic deficiency as measured by the PPVT and MAT must be regarded cautiously when seeking explanations for academic failure. The results did not indicate a linguistic advantage for bilingual students in the English language, but conversely they were not at an academic disadvantage by the linguistic limitations that this test battery revealed.

Order No. 7917487, 272 pp.

UTTERANCE DIFFERENTIATION BY JAPANESE-ENGLISH BILINGUALS AND MONOLINGUALS

OKANO, Hiroshi, Ph.D.
The University of Chicago, 1978

This study reviews the sociological aspects of two types of Japanese-English bilinguals in the United States: ethnic Japanese and Kai-sha Japanese. It also investigates the development of the Japanese-English bilingual students' proficiency in utterance differentiation according to the social dyads of speaker and interlocutor or addressee, which was expected to reflect the characteristics of the English and Japanese languages and also the American and Japanese cultures.

The Japanese monolinguals were expected to score higher in the utterance differentiation tasks than the American monolinguals. Also the Japanese monolinguals were expected to differentiate utterances according to interlocutors of various social dyads much more similarly than the American monolinguals, which should give clues to better conceptualization of the difference in the Pragmatic Rules used by the Americans and those by the Japanese.

The monolingual norms were established with the norm groups (Japanese N = 60, Americans N = 89) of comparable ages to those of the Japanese-English bilingual students (N = 51) of fourth, fifth and sixth grades. Utterance Differentiation Tests in both Japanese and English were used for these three groups of subjects, one form for each of the monolingual groups and two forms for the bilinguals. In order to substantiate the information, further data were obtained from the bilinguals' parents, American school teachers and Japanese weekend school teachers with questionnaires.

The results showed that the monolinguals of the two languages differentiated utterances as predicted, and the difference in the Pragmatic Rules for the Japanese language and the English language of the Americans is likely to be further developed through the application of these results which are reflective of the interpersonal relationship types of the two cultures. The bilinguals were influenced in both languages by the different characteristics of the two languages—which were shown in the utterance differentiation degrees and the number of "I" and "You" words compared to the monolingual norms.

The outcome of this study is expected to be helpful in the education of the Japanese-English bilingual children in the United States, in the teaching of English as a foreign language to the Japanese student, in the teaching of Japanese as a foreign language to American students, and in the study of interpersonal relationship types unique to the Japanese culture and American culture.

A COMPARATIVE STUDY OF ATTITUDES OF ALIENATION AMONG GREEK-AMERICAN CHILDREN ATTENDING BILINGUAL AND MONOLINGUAL SCHOOLS OF NEW YORK CITY

PAPADOPOULOS, Andreas T., Ph. D.
The Florida State University, 1978

Major Professor: John Lunstrum

PURPOSE OF THE STUDY

The principal aim of this study was to ascertain the relationships between attendance at bilingual/bicultural schools and the level of alienation of Greek

ethnic children. Specifically, the study sought to determine whether Greek minority children attending bilingual schools, when compared to their counterparts attending monolingual schools show a lower incidence of feelings of alienation.

PROCEDURES

A stratified random sample was selected from the population of sixth, seventh, and eighth grade Greek-American students, attending both bilingual and monolingual schools in New York City. Students participating in bilingual/bicultural programs were designated as the experimental group. Students participating in regular monolingual programs represented the control group.

The independent variables were bilingual/bicultural and monolingual education, grade, sex, and socioeconomic status.

For purposes of measuring the dependent variable, alienation, the study employed the Likert-type instruments, which eliminated attitudinal responses: 1) the *Dean Alienation Scale* (DAS), and 2) the *Srole Anomie Scale*.

ANALYSIS

A four-way Analysis of Variance (ANOVA) was performed in order to determine the difference among the means of the various groups classified under the different independent variables.

Rejection of the Null Hypotheses was set at the $\alpha = 0.5$ level of significance.

RESULTS

Findings yielded:

(1) statistically significant difference in mean alienation or anomie scores between the experimental and control groups. The experimental group (those attending bilingual/bicultural schools) exhibited lower feelings of alienation than their counterparts in the monolingual schools. And

(2) statistically significant relationships between alienation or anomie scores in both groups for students of different sex and socioeconomic status.

Order No. 7917064, 118 pp.

A PSYCHOLINGUISTIC COMPARISON OF THE USE OF SYNTACTIC CUES BY MONOLINGUAL AND BILINGUAL SUBJECTS DURING ORAL READING IN ENGLISH BASAL READERS

SMITH, Laura A., Ph.D.
Wayne State University, 1978

The purpose of this study was to compare the use of and development of the use of syntactic information in the oral reading of monolingual and bilingual readers at the second, fourth, and sixth grade levels.

The monolingual subjects had previously been included in the average second, fourth, and sixth grade level groups in the research of Kenneth S. Goodman (1975). The bilingual subjects were students in the public schools in Goliad County, Texas. They were chosen because they had entered school there as first graders speaking little or no English, still spoke Spanish well enough to retell a story, and were considered average readers on the basis of test scores and teacher evaluation.

All of the subjects were audio taped reading and retelling a basal story about a half grade above their reading level. The subjects' oral reading miscues were analyzed using selected categories of the Revised Goodman Taxonomy of Reading Miscues (1975). Comparisons were made between the two language groups and across grade levels within each group. The points at which the various subjects miscued were considered and the degree to which they appeared to use syntactic information in their predictions and corrections was compared. Also considered was the possible influence of the authors' syntactic choices and possible first language interference in the reading of the bilingual subjects. In order to better describe the degree to which the bilingual subjects had acquired English syntax, their retellings of the stories were analyzed using the categories included in the Bilingual Syntax Measure developed by Burt, Dulay and Hernandez-Ch.

Analysis of the miscues indicated that, while the two language groups tended to miscue at the same places in the story and use the same general strategies in their predictions, some differences were apparent: (1) At all grade levels the percentages of both totally syntactically acceptable and partially syntactically acceptable miscues were somewhat higher for the monolingual groups. This difference was most marked at the sixth grade level. (2) At all grade levels the degree to which the syntax had been changed was somewhat higher for the bilingual group. (3) From the second to the fourth to the sixth grades, the predictions of the monolingual groups became more syntactically acceptable. For the bilingual groups the syntactic acceptability of their predictions increased from the second to the fourth grade and decreased from the fourth to the sixth grade.

While the bilingual groups tended to make less syntactically acceptable predictions, they more frequently corrected these predictions especially at the fourth and sixth grade levels. The second grade bilingual group was slightly more successful in all correction attempts than the monolingual group. The percentage of successful correction dropped slightly for both the monolingual and bilingual groups from the second to the fourth grade. From the fourth grade to the sixth grade the percentage of successful correction increased for the monolingual group and remained about the same for the bilingual group.

Direct Spanish interference in the reading and oral language errors of the bilingual groups was minimal.

Overall it would appear that, while the bilingual subjects' ability to use English syntax in oral language increases from second to fourth to sixth grades, the sixth grade group did not become more proficient in using this ability in reading.

Order No. 7908964, 248 pp.

THE RELATIONSHIP OF BILINGUAL BICULTURAL EDUCATION AND REGULAR EDUCATION IN THE VERBAL AND NONVERBAL PERFORMANCES OF CHICANO STUDENTS

ALEJANDRO, Frank Z., Ph.D.
The Catholic University of America, 1979

The major support of bilingual bicultural education in the United States is through the bilingual Education Act under Title VII of the ESEA of 1968. The purpose of the act is to develop programs offering a basic competence in English, but it is not to exclude the child's cultural heritage and language. Bilingual bicultural education is a process which allows for the total development of the child by teaching him concepts of the history and culture associated with his dominant language while he is learning to function in another language and culture. Although it is not a new concept, bilingual bicultural education has been reintroduced to American education in an effort to meet the needs of Spanish speaking and other non-English speaking students who have limited or no ability to function in English.

The purpose of this study was to investigate the relationship of bilingual bicultural education and regular education in students' verbal and nonverbal performances. Specifically, the study sought to determine if there was a significant difference in the verbal and nonverbal performances on the Inter-American

Series Tests of General Ability (IAS TOGA), English and Spanish subtests, oral vocabulary, numbers, association, and classification, when students in the bilingual bicultural and regular education groups were compared.

The sample consisted of three randomly selected bilingual bicultural education programs serving 1,383 students in grades kindergarten through three. The testing of the hypotheses involved sets of analyses of variance using a 2 x 2 factorial design. The F test was used to determine significant differences. The level of significance was established at the .05. When significant differences were found in both the pre and posttests analyses, the groups were compared using the mean gain difference between them. The F test revealed that there were significant differences in seven of the sixteen English test comparisons with one instance determined by a pre and post-test analysis of the gain difference between groups. Eleven of sixteen Spanish test comparisons were significant with eight of these determined by a pre and posttest gain difference between groups. The anlyses performed between the sexes were not significant for the most part. However, in those instances where a significant difference was detected, this difference generally favored the females.

One conclusion drawn from these research findings was that Chicano students in the early years of their educational development perform better if they are taught initially in their dominant language first before they are introduced to regular English language instruction. A second conclusion drawn from these research findings was that as students progress to the upper grades a noticeable improvement was detected in their performance scores. This indicated that as students enrolled in bilingual bicultural education programs progress in their education, they will eventually perform at the same level or better than their peers in the regular education program. A third conclusion drawn from these research findings was that students for the most part performed better on the verbal sections of both the English and Spanish tests.

Based on the findings of this study and the literature review the following recommendations are made: (1) a follow up study for grades kindergarten through three using Spanish speaking and English speaking students in other parts of the country should be done; (2) a study focusing on related variables such as reading, social studies, and mathematics should also be conducted; and (3) a research effort focusing on the validity and reliability of the IAS TOGA with primary and elementary school populations should be initiated.

Order No. 7918570, 116 pp.

A COMPARATIVE STUDY INVESTIGATING ACHIEVED READING LEVEL, SELF-ESTEEM AND ACHIEVED GRADE POINT AVERAGE GIVEN VARYING PARTICIPATION PERIODS IN A BILINGUAL ELEMENTARY PROGRAM

CURIEL, Herman, Ph.D.
Texas A&M University, 1979

Chairman: Dr. Walter F. Stenning

A quasi-experimental research design was used to compare two groups of similar students. Both groups were Mexican-American seventh grade students who were enrolled in a traditional junior high school curriculum where all subject matter was presented in English. For purposes of this study an elementary bilingual program of varied time was treated as the independent variable. One group, the experimental group (bilingual group) was taught for one or more years in an elementary bilingual program. The control group (monolingual group) was taught in a traditional elementary program where all subject matter was presented in English. The dependent variables examined for comparison purposes included: Seventh and sixth grade reading levels, grade point average achieved during grades one through six, and for the seventh grade; and self-esteem at the completion of the seventh grade.

Reading level was obtained by use of a school administered test, the *Iowa Test of Basic Skills*, which yielded scores on reading comprehension, language skills, and vocabulary. Self-esteem was measured by use of the *Piers-Harris Self-Concept Scale*. The obtained measures were subject to analysis of variance (ANOVA) to determine the significance of group differences between the experimental and control groups. Reading scores and school marks, i.e., grades were obtained from the students' school records. The *Piers-Harris Self-Concept Scale* was group administered by the investigator. Demographic and socioeconomic data was obtained from each student by means of an individual interview.

CONCLUSIONS

The significance of .05 was used as a basis for the rejection of the null hypotheses. Based on the statistical results the following conclusions were drawn:

1. Length of time in the elementary bilingual program whether it was one to three years, or four to seven years produced equal results in seventh grade school performance measures, i.e., reading scores and grade point average; and obtained measures of self-esteem.

2. The control students who were instructed in English for six or more years achieved higher scores on all three measures of reading at the completion of elementary school.

3. The experimental and control students achieved comparable seventh grade reading scores on two of three reading measures obtained at the completion of seventh grade. There were no statistically significant differences between the experimental and control groups on the reading comprehension and vocabulary test scores. The control students' test scores on the English language skills were significantly higher.

4. The study found that there were no statistically significant differences between the experimental and control groups on the total scores of the *Piers-Harris Self-Concept Scale*. On two of the six subscales the group scores revealed significant differences. The control group had higher scores on the *anxiety* subscale meaning that the control group perceived themselves as more free of anxiety. The experimental group had higher scores on the *Happiness and Satisfaction* subscale which translates to a perceived higher level of happiness and self-satisfaction.

5. The study found that the experimental students achieved a significantly higher grade point average in elementary school grades one through six.

6. The study found that there were no statistically significant differences between the experimental and control groups on achieved grade point average in the first year of junior high school.

RECOMMENDATIONS

Based on the conclusions rendered in the study, the writer strongly recommends that:

1. The study be replicated with the same sample at the students' completion of junior high school and that the study include measures of school absenteeism and retention.

2. The study be repeated with the same sample at the students' completion of senior high school.

3. A similar study be replicated using a much larger sample.

Order No. 7919061, 148 pp.

A SOCIOLOGICAL STUDY OF URBAN BILINGUAL AND REGULAR KINDERGARTENS

LASCARIDES, Vassiliki Celia, Ed.D.
Boston University School of Education, 1979

Major Professor: Robert A. Dentler

The implementation of any new educational program, whether mandated or not, raises questions about the availability of teachers adequately prepared to teach in the new program, the development of specific curricula to implement it, and the availability of materials to be used in it.

This thesis is a sociological study of kindergartens in Boston. It was a pilot, exploratory study during the first year (1975–76) of operation of the bilingual kindergartens in the Boston Public School System.

The primary data gathering method was direct observation utilizing the following tools:

1. The BORIS tool quantified selected aspects in the classrooms which were statistically analyzed. BORIS uses time sampling; records children's specific activities and behavior; and scores them as they occur.

2. The researcher's field notes provided the descriptive-qualitative aspect of the study and elaborated the statistical analysis. The field notes served to describe differentially the ongoing activities of the individual classroom.

3. Non-directive interviews with teachers and other school personnel supplied additional qualitative illustrations for the statistical findings.

Observations were made in eight kindergarten classrooms, five bilingual and three regular, for two consecutive days. Four boys were observed in each classroom on a rotating basis.

Findings can be summarized as follows:

1. Bilingual kindergartens differed from regular ones in the amount of time children spent in activities requiring intermittent teacher regulation, using manipulative materials, in secondary and tertiary interaction with other children.

2. The five bilingual kindergartens differed from each other in the amount of time children spent in small group, large group, and whole class activities.

3. The five bilingual kindergartens differed from each other in the amount the mother language was used in their daily instruction. The Chinese bilingual kindergarten had the most amount while one of the Spanish had the least. Mother language was most frequently used for reading and singing, and information giving.

The kindergarten in operation did not disclose a consistent adherence to any theory of either learning or growth and development. It revealed a mix of materials and techniques that one can call eclectic. The combination of activities transcended any one philosophy or theory. The curriculum centered primarily around number concepts, reading readiness, controlling the child's behavior, and in general preparing him through conditioning for the primary grades following kindergarten. Less emphasis was placed on how to get along with one another, respect for the rights of others, and creativity in action and in thought.

The kindergarten seems to be a very good level at which to begin bilingual education and introduce the non-English speaking child into the American public school system.

The advantage of bilingual education is almost lost under the conditions in

which bilingual education was observed in this study. English was almost exclusively the medium of instruction and the mother language was not used sufficiently to teach the basic skills for learning to the non-English speaking child.

The study has implications for early childhood research, bilingual education specialists, teacher preparation and the urban school systems.

Order No. 7923878, 319 pp.

AN ANALYSIS OF THE EFFECTS OF A BILINGUAL CURRICULUM ON MONOLINGUAL SPANISH (MS) NINTH GRADERS AS COMPARED WITH MONOLINGUAL ENGLISH (ME) AND BILINGUAL (BI) NINTH GRADERS WITH REGARD TO LANGUAGE DEVELOPMENT, ATTITUDE TOWARD SCHOOL AND SELF CONCEPT

PREWITT Diaz, Joseph Orlando, Ph.D.
The University of Connecticut, 1979

The purpose of this study was to evaluate whether a bilingual curriculum affects monolingual Spanish (MS) students as compared to monolingual English (ME) and Bilingual (BI) students exposed to a mainstream curriculum with regard to language development, self concept and attitude toward school. This research used one treatment group (MS) and two comparison groups (ME and BI). A limitation which largely affects this study is that it is not an experiment and the findings are not universally applicable. The treatment was the bilingual curriculum.

A group of ninth grade students of a high school in Hartford, Connecticut was divided into three groups (MS, ME, and BI) and administered the following instruments: Comprehensive Test of Basic Skills, Test 1 (Spelling) and Test 3 (Reading Vocabulary) (CBT/McGraw-Hill, 1973); Interamerican Test of Reading, Level 4 in Spanish (GTA, Manuel, 1967); Self Esteem Inventory (Coopersmith, 1967); Self Appraisal Inventory (Frith and Nakimura, 1972); and School Sentiment Inventory (Frith and Nakimura, 1972) as a pre and post test at the beginning and end of a semester (17 weeks). The final pre-post test sample was (N = 138).

The change between pre- and post test administration was assessed by using an analysis of covariance for each dependent measure. The pretest became the covariate and the respective post test the dependent variable. (Campbell and Stanley, 1963).

The results of the analysis of covariance (ANOCOVA) did not produce a signifi-

cant difference in the dependent measure Reading CTBS and Spelling CTBS. A significant difference was recorded in the dependent measures Reading (Interamerican) ($F = 11.129$; $p < .002$) and Vocabulary (Interamerican) ($F = 16.443$; $p < .001$). The SEI ($F = 21.447$; $p < .001$) and the SAI ($F = 3.367$; $p < .038$) yielded significant difference between the groups in self concept, while the SSI ($F = 3.255$, $p < .042$) was statistically significant.

The need for further research in the field of secondary bilingual education, as well as the need for replication of the study with other populations is discussed. The importance of longitudinal studies in determining the effects of secondary school bilingual education on adolescents is also noted.

Order No. 8003759, 81 pp.

TEACHER EDUCATION

HISPANIC BILINGUAL-BICULTURAL EDUCATION IN NEW MEXICO: A STUDY OF TEACHER PREPARATION

ENCINIAS, Miguel, Ph.D.
The University of New Mexico, 1976

This dissertation is an investigation into the needs of teacher education in New Mexico. Sociological problems involving cultural neglect are seen by many educators as the major reason for the relatively substandard performance in our schools by New Mexico Hispanics. The sociocultural circumstance and background of this group (which forms the preponderant majority of the people directly involved in Spanish-English bilingual-bicultural education in the state) are reviewed. Included in the scrutiny, as a major factor, is the ambiguity in identity vis-à-vis the Hispanic world—Spanish or Mexican—that was aggravated as the conflict between cultures developed with the coming of the Anglo-Americans. Such an alteration in the social structure of New Mexico resulted in an erosion of Hispanic culture without a corresponding assimilation into the newly dominant one.

The recent history of bilingual-bicultural education is examined in order to clarify such issues as rationales, attitudes, legal bases (laws, court decisions), public support and models of implementation. In the era of Civil Rights, bilingual-bicultural education is seen as a possible answer to the educational problems associated with minority status, and an argument is made for cultural maintenance and enrichment as the most viable model since it is free of the onus of remedial education, and because it subsumes the other models.

Next considered is the state of proficiency in Spanish and knowledge of Hispanic culture among practicing bilingual teachers, prospective teachers, and by

way of comparison, students of Spanish and Hispanic culture. Results from a questionnaire designed to assess experience with standard Spanish, and from a language and culture test administered to all three groups are shown to demonstrate among other outcomes, a positive correlation between the amount of time devoted to formal study of standard Spanish and/or exposure to it and performance on the standard Spanish portion of the test.

Although New Mexico Spanish is generally sound in its structure, because of its isolation in an English-speaking environment where it is narrowly circumscribed in domain, it is severely limited in vocabulary and literacy skills. Bilingual teacher education programs in most New Mexico universities make very little effort to resolve these problems. This is reflected, for example, in the general failure to provide a bilingual education faculty sufficiently proficient in Spanish to deliver university level courses. Instead, because bilingual-bicultural education was born of social strife and accompanying maladjustments, teacher education for it has retained a socially and educationally reactive bent. Its curriculum is thus dominated by methodology, and by courses concerned almost exclusively with contemporary sociological problems to the almost total exclusion of the cultural studies which characterize Western liberal education. Yet in bilingual-bicultural education, as in any liberal education, in order to reconcile the individual to his background, elements of his native culture need to be taught to him thus demonstrating its value and developing a sense of pride in it. A further benefit is the revelation of needed sociocultural and psychocultural knowledge about his people and thus himself.

Finally a teacher education model is presented which is designed to produce a synthesis of Anglo-American and Hispanic-American cultures. Bilingual-Bicultural teacher education is viewed as consisting of two phases: the exegetical and the substantive. In the first, the adaptive and preparatory elements are studied. These consist of instruction in preparation for Spanish medium courses, a course clarifying the sociological situation, and a pedagogically adaptive one.

In the substantive phase, the elements generally considered essential to liberal education are studied. The Spanish language instruction is designed to produce an eighth grade level of proficiency, with the students given the option of testing out.

Some detailed recommendations are made for implementing the model. Curriculum development as it relates to this study, and evaluation of bilingual-bicultural programs are briefly discussed.

Order No. 77-16,096, 271 pages.

A STUDY OF THE SPANISH LANGUAGE FLUENCY OF FIRST-GRADE BILINGUAL TEACHERS AND ITS RELATIONSHIP TO STUDENT ACHIEVEMENT IN SPANISH LANGUAGE DEVELOPMENT AND SPANISH LANGUAGE ARTS

BERGIN, Victoria, Ed.D.
University of Houston, 1977

One of the major problems facing educators has been that of meeting the needs of linguistically different children in the United States. Past attempts to solve these problems focused on remedial approaches, add-on multicultural programs, English-as-a-Second Language programs and bilingual programs. Since 1969, the implementation of bilingual programs expanded at a tremendous rate resulting in a mobilization of professional expertise in the areas of bilingual teacher training. Such training was primarily directed at classroom-related instructional techniques, with the assumption being made that "bilingual" teachers were able to communicate with their students in the native language as well as in English.

An examination of related literature on bilingual education suggested the importance of continuing the sequence of the child's cognitive development in his native language while he was making the transition into a second language. The teacher's competency in the native language was therefore considered a crucial factor with respect to the child's cognitive growth. Other research in sociolinguistic theory also attested to the importance of teachers' verbal ability in developing alternative problem-solving strategies on the part of the student. With the need for training bilingual teachers corresponding needs of assessing their Spanish language fluency in areas directly related to bilingual classroom instruction was manifested. This study was an effort in that direction. It was regarded by the writer as one aspect of an inquiry which could help educators to focus on classroom-related teacher training and certification programs for bilingual teachers.

Two hypotheses were tested: The administration of a diagnostic evaluation instrument which measures Dialect, Classroom Commands and Directions, Concepts, Professional Communication and Knowledge about the Language will discriminate among bilingual first-grade teachers at five different levels of Spanish language fluency on the basis of ethnicity, teaching experience, bilingual teaching experience, origin, first language learned and number of Spanish courses taken. There will be a relationship between teacher performance on a five-level diagnostic evaluation instrument and student performance in Spanish language development as measured by the *Dos Amigos Test of Language Dominance* (Spanish) and Spanish Language Arts as measured by Spanish Language Arts performance objectives.

First-grade bilingual teachers in self-contained bilingual HISD classes were asked to participate in the study. All selected teachers had participated in the TEA-required training institutes and had passed the Spanish Language Fluency Examination which is given by HISD. Teachers were administered the *Gonzalez Diagnostic Evaluation Instrument* in May. Student data was collected from the HISD Bilingual Department. Such information was part of the district bilingual program evaluation design and has been planned for pre-post test administration. The statistical analysis of these data involved the use of a one-way analysis of variance to see if there was a difference between scores on the sub-tests for Spanish Language Fluency, and regression analysis to determine which of the five subtests contributed to student gain scores.

Analysis of the data indicated that the *Gonzalez Diagnostic Evaluation Instrument* did discriminate among bilingual first-grade teachers, particularly in the variables of ethnicity, bilingual teaching experience, and first language learned. With respect to the relationship between teacher performance on the *Gonzalez Diagnostic Evaluation Instrument* and classroom achievement, the analysis of the data did not yield sufficient information from which to draw any major conclusions.

Order No. 7800529, 146 pp.

TRAINING PROGRAM FOR BILINGUAL AIDES AND PARENT VOLUNTEERS

BORLAND-PARTEN, Carroll, D.A.,
The Fielding Institute, 1977

The aim of this work was to reach parents and others who might become aides in the classroom, to train them in child growth and development and to prepare them as role models for pupils of Mexican-American descent and thereby accomplish a secondary aim: a reduction in the cultural dissonance between these aides and the teacher. At present this dissonance is enough to hurt the learning, self-image and mental health of the Chicano child.

Classes were developed for the parents and community volunteers which explored, in non-pedantic language, the importance of early learning, insights of Piaget and Erikson, and the value of play and language development as cognitive tools. Other aspects examined were the participants' enjoyment of these classes, and the question whether the knowledge gained would lead to ego reinforcement, and—much hoped for—to employability of the adults. This was discovered from anonymous feedback sheets, from principals, teachers, observers and from the experimenter's own assessment.

This assessment took the form of six classes for parent volunteers, taught in an East Los Angeles (largely Mexican-American population) elementary school and at a near-by Head Start site. The subject matter covered the areas noted in the paragraph above.

A manual for teachers or leaders of similar sessions was developed, reviewing the major theorists, describing the process used, giving lesson plans, listing instructional aids and including an extensive bibliography, as well as suggestions for further resources.

The content of these classes, from the review of the literature and from evaluations, was distilled into a small, simplified parents' handbook which accompanies the manual. The vocabulary is approximately that of fourth grade texts. A Spanish version is in preparation.

Feedback sheets, principals' and teachers' observations, and consequent volunteer behavior and employment proved the project to be effective. The procedure works. At this time, Spring, 1977, several administrators involved with Early Childhood Education have accepted and are using this program.

Order No. 7913788, 216 pp.

BILINGUAL TEACHER PREPARATION IN SELECTED MICHIGAN INSTITUTIONS OF HIGHER EDUCATION

GARCIA, Jorge Wilson, Ph.D.
The University of Michigan, 1977

Chairman: Charles D. Moody

The United States is a country rich in cultural diversity. Unfortunately, prejudices and stereotypes against different cultural groups have permeated the various realms of societal life. The educational system did not escape this malaise and the schools became the centers of forced acculturation. To alleviate this situation the Bilingual Education Act (BEA) was passed in 1968. Its purpose was to help children of different linguistic backgrounds in their academic pursuits. Unfortunately, as reports from the U. S. Commission on Civil Rights and many other writers have expressed, teachers were not prepared for this new approach and institutions of higher learning left much to be desired in their bilingual teacher preparation programs.

This research examines the present situation of 14 Michigan teacher training programs in terms of curricula and faculty. The sampling consisted of: (1) the institutions offering a Spanish bilingual teacher training program that were

approved by the Michigan State Board of Education (SBE) by the Fall of 1976, to certify teachers for bilingual settings; (2) the faculty teaching courses on Latinos in the Fall of 1976. The criteria used to examine the curricula were: (1) the specific criteria provided by the SBE with respect to the language and student teaching components, namely; definition of language proficiency, times of language assessment, presence of language assessment procedures, and student teaching in currently operating bilingual public school programs; (2) the number of courses offered and required in the cultural and methodology components, namely, a minimum of three courses offered and two required in the cultural component, and a minimum of three courses offered and three required in the methodology component.

The five objective criteria (called factors), created by the investigator to examine the faculty, were based on the review of the literature and on those attributes required by the SBE guidelines of future teachers of bilingual programs. The five factors are: Language (bilingualism), academic exposure, experience, interest, and ethnicity. While all these factors help to form the profile of the faculty only the first four were used to assess their professional preparation. Two sets of questions were used to analyze the curricula and faculty in terms of the criteria mentioned.

A copy of the programs was obtained from each director of the 14 selected institutions in order to analyze the curricula, and a questionnaire was sent to the faculty selected in order to form their profile. General information on the programs was obtained via a questionnaire sent to each director of the program, and covers three areas: programs' beginnings, presence of Latinos in the planning, and evaluation provisions. The data on general information shows that these programs are very recent in Michigan and very weak in terms of evaluation provisions. In terms of curricula the study's findings are: (1) the programs, in general, rate low when measured against the key questions of the dissertation; (2) the SBE guidelines are not clear nor adequate enough; (3) the programs are weaker in the methodology component than in the cultural component. They reflect the monolinguistic thrust of the guidelines which emphasize English as a second language. Regarding faculty, the programs rate high when the faculty's professional preparation is assessed according to the factors created in this research. The quantity of the faculty, however, is rather dismal.

Recommendations are offered directly mainly to make the SBE guidelines clearer and more adequate. Adoption of such recommendations will also provide better criteria to evaluate the programs throughout the State.

Order No. 7804705, 177 pp.

THE RELATIONSHIP OF BILINGUAL/BICULTURAL INSERVICE TRAINING TO THE INSTRUCTION OF CHICANO STUDENTS

LÓPEZ, Alonso, Jr., Ph.D.
Washington State University, 1977

Chairman: Stanley Zehm

The purpose of this study was to assess the relationship between the amount of bilingual/bicultural training with regard to (a) the attitude educators have toward the bilingual Chicano students and (b) the knowledge educators have about the culture of bilingual Chicano students.

The subjects for this study were educators selected randomly from two school districts in Yakima Valley. The educators were comprised of teachers, teacher aides, principals, counselors, and administrators in grades kindergarten to twelve. The ethnicity of educators selected was Anglo. There were a total of 145 subjects. They were compared with reference to the amount of bilingual/bicultural training: 76 educators had no training, 28 had participated in workshops only; 21 had received courses only; and 20 had participated in workshops and courses.

The instrument designed to assess the attitudes of educators toward bilingual Chicano students and the knowledge educators possessed about the culture of bilingual Chicano students was administered in twenty-five minutes. It contained a profile sheet, a section on attitudes, and a section on knowledge about the culture of bilingual Chicano students.

The central hypothesis of this study was that the more bilingual/bicultural training educators had received, the more positive attitudes they possessed toward bilingual Chicano students and the more knowledge they possessed about the culture of bilingual Chicano students.

From what statistical significance was found, and especially from an analysis of percentages, bilingual/bicultural training—courses and workshops or courses only—affected the attitudes of educators and their knowledge about the culture of bilingual Chicano students. The evidence collected from this study gave some measure of credence to the hypotheses. Since not all of the results were above the level of significance, conclusions must be tentative.

The conclusions derived from the study were: 1. Educators with courses only had a slight advantage in recognizing the ethnic identity of bilingual Chicano students which may be attributed to ethnic studies programs. 2. Educators with courses and workshops, or courses only were relatively consistent in their responses indicating the most favorable attitude toward and knowledge about bilingual Chicano students. 3. Educators who attended workshops only generally scored the lowest on their attitudes toward bilingual Chicano students. Although they did have an edge on knowledge about the culture of the students over educators with no training, lack of follow-up on training placed them lowest in

terms of their attitudes toward bilingual Chicano students. 4. The educators who had no bilingual/bicultural training were the least knowledgeable about the culture of bilingual Chicano students and their cultural heterogeneity. The fact that they did score more favorably on their attitudes toward the bilingual Chicano student than those with workshops only may indicate that they were less informed and aware about the reality of bilingual Chicano students in the classroom and their role as educators of students from a different linguistic and cultural background.

It can be inferred that if these educators were given only in-service workshops, their attitudes might become even more negative. Extensive training through workshops, institutes, and college courses are necessary to promote effective and lasting changes in the attitudes and instructional competencies of educators of bilingual/bicultural students.

Order No. 7800313, 116 pp.

BILINGUAL-BICULTURAL TEACHER EDUCATION PROGRAMS AT DEGREE-GRANTING INSTITUTIONS IN THE UNITED STATES, SPRING, 1977

RODRIGUEZ, Cecilia M., Ph.D.
University of Kansas, 1977

The primary purpose of this study is to describe the characteristics of the different programs in Bilingual-Bicultural Teacher Education programs in the country in degree-granting institutions of higher education. An inspection was done on the returns of the questionnaires used through the survey done by the Midwest Office for Materials Development, National Network of USOE Title VII Centers, University of Illinois at Urbana-Champaign. The survey that the Center conducted covered paraprofessional programs and teacher-training programs leading to degrees with or without certification, specialization, or concentration in Bilingual-Bicultural Education. The questionnaire was designed to determine the number of years the programs had been in existence, the number of students, the degrees offered, the languages taught, financial assistance to students, recruitment procedures, faculty and their teaching loads and fields of specialization, student teaching, variety of courses offered, and teacher certification as well as assessment of the programs by the State.

Chapter I discusses the issue of the bilingual-bicultural child in society and the need for qualified teachers to give proper instruction to the millions of non-English speaking children in American schools. Chapter II is a review of the literature pertaining to various issues such as first- and second-language acquisi-

tion, bilingualism, and intelligence. Also in this chapter are the comments and the opinions of various authors on the need for trained bilingual-bicultural teachers and on the different types of bilingual teacher-education programs.

Chapter III covers the methodology followed in the study. The raw data of the survey were tabulated, and statistical measures and correlations were done.

Chapter IV contains an evaluation of the questionnaire and the data secured; it explains in detail the statistical analysis that was organized in four sections: administrative, philosophical, academic, and practicum designs, all of which are covered in the 34 questions of the survey. The information describes the "state of the art" of bilingual education in the nation and leads to the conclusions and the recommendations in the next chapter.

Chapter V contains the following recommendations:

1. A survey to determine the differences and to make comparisons among the various programs similar to the one employed in this work but with specific questions that will lead to finding prototypes in diverse regions of the country according to the concentration of the ethnic groups should be made.

2. Particular attention should be given to certain aspects that this study has exposed:

   (a) Training of paraprofessionals and

   (b) Training of teachers.

3. A survey covering in-service training of bilingual teachers should be conducted.

4. Efforts should be made to assist university administrators to understand the importance of making bilingual training programs interdisciplinary ones rather than confining them to one school.

5. Increased efforts should be made to obtain more financial support for students in bilingual education.

6. Cultural awareness and personal qualifications should occupy a stronger position in the requirements for entrance into the training program.

7. Competency-based teaching should be a part of the teacher-education program.

8. The training programs should include seminars, workshops, and meetings with parents and members of the minority groups.

9. The study of linguistics should place the proper emphasis on bilingual programs.

Order No. 7809410, 108 pp.

AN APPROACH TO THE EVALUATION OF BILINGUAL-BICULTURAL IN-SERVICE TRAINING PROGRAMS

RODGERS, Judith Reed, Ph.D.
University of Colorado at Boulder, 1977

Director: Professor Richard J. Kraft

This study was undertaken for the purpose of developing and implementing an evaluation model for bilingual-bicultural in-service training programs. The model was both responsive and summative. It was piloted at the Instituto Xallapam, a four-week workshop sponsored by the University of Colorado's School of International Education and the Bilingual-Bicultural Unit of the Colorado Department of Education. The site of the workshop was Jalapa, Vera Cruz, Mexico.

The evaluation model was comprised of thirteen components and was designed to provide information on the following: 1. Change in the cultural attitudes of the participants. 2. Relationship between sex, age, ethnicity, and cultural attitude scores 3. Change in cultural knowledge and familiarity of the participants 4. Relationship between sex, age, ethnicity and cultural knowledge, and familiarity scores of the participants 5. Participants' needs and the degree of needs fulfillment with regard to the workshop experience 6. Specific workshop components 7. Rating of workshop instructors 8. Overall effectiveness of workshop. 9. Strengths and weaknesses of the program 10. Reactions of the workshop director 11. Reactions of the workshop instructors 12. Suggestions for improvement of the program 13. Personal comments and observations of the participants.

A variety of instruments was used for data collection: pre, pre and post, post, and continuous evaluation measures were utilized. The T-test was used to examine change in cultural attitude and cultural knowledge and familiarity scores. Analysis of variance was utilized to determine if an interaction effect existed with regard to ethnicity and scores on cultural attitude and cultural knowledge and familiarity tests. The Pearson Product-Moment Correlation Coefficient was used to determine the relationship between sex and age and the scores on the cultural attitude and cultural knowledge and familiarity tests. Frequency tables and individual comments were used to report findings with regard to needs assessment-needs fulfillment, general workshop evaluation, the strengths and weaknesses of the program, and suggestions for improvement. The rating of workshop instructors utilized a five-point scale, and scores for each item were averaged.

The findings revealed that the workshop effected a significant change in the cultural attitudes (significant at the .05 level) and the cultural knowledge and familiarity (significant at the .05 level) of the participants. There was no

interaction between ethnicity and test scores; there was no significant correlation of age and sex with the test scores. The needs assessment-needs fulfillment portion of the evaluation revealed that the workshop curriculum, while meeting the needs of some participants, did not include areas which were of prime concern to the majority of the participants. The workshop instructors received very high ratings which compared favorably with University of Colorado instructor ratings. The workshop was an effective learning experience for the participants.

The evaluation model was successful in providing information relating to the workshop areas of prime interest. It allowed for the collection of information which will be useful in planning and improving future sessions of the Instituto Xallapam. The implementation of the model revealed that it could be used effectively in evaluating other bilingual-bicultural in-service programs. Recommendations and suggestions for future implementation of the model are presented.

Order No. 77-24,278, 259 pages.

A METHODS COURSE FOR THE BILINGUAL ELEMENTARY SCHOOL MATHEMATICS TEACHER

GALLEGOS, Tony Alfredo, Ed.D.
The University of Northern Colorado, 1978.

This study concerned itself primarily with the development of a model for preparing experienced elementary school mathematics teachers to serve supervisors of, resource personnel for, and principally as teachers in bilingual (Spanish-English) elementary school mathematics programs.

The subjects, graduate students at New Mexico Highlands University enrolled in Education 625, *Supervising and Teaching Elementary School Mathematics* (Bilingual), were given in Spanish the technical vocabulary, content lecture and exercises, and methods for each component of the elementary school mathematics program. Then they were required to attend Spanish language mathematics laboratories, develop their own Spanish language methods, and make presentations before the entire graduate class.

The most significant observations made from experience in teaching the course and from feedback provided from several hundred students who participated in the development of the study were as follows:

1. The development of basic Spanish and English mathematics vocabulary for each topic was absolutely essential. Without it the student is helpless in

teaching elementary school mathematics bilingually, as was evidenced during the student presentations.

2. The discussion of the rationale underlying each component of the program resulted in the majority of the students becoming convinced that the teaching of elementary school mathematics involves more than four basic rote operations and monotonous drudgery.

3. Upon assigning student presentations on geometry, probability and statistics, metrics, and number theory, the students throughout the development indicated they had no prior experience with these topics. Hence it became necessary to develop content and give the students laboratory experiences with these topics.

4. Perhaps the most gratifying and instructive components for the students were the concrete laboratory experiences. They commented that these laboratory activities helped them understand the concepts and could help them provide their students with concrete learning activities.

5. The development and execution of student presentations generated many useful ideas for improving the students' materials development or adaptation from already developed sources, and for improving the manner of presentation.

6. The requirement that each student share a mimeographed copy of his presentations with each member of the class was especially welcomed by some of the more conscientious students who were or had been in the classroom and had found it difficult to locate or develop bilingual mathematics materials.

7. Because some of the students in Education 625 sometimes assume a position as supervisor of elementary school mathematics programs or are requested by supervisors to plan the mathematics program or order current supplementary, enrichment, and laboratory materials and equipment, the short unit on sources of aid for the teacher was found to be a valuable component of the course.

After teaching Education 625 for a number of years to hundreds of students with a wide variety of backgrounds, and from the experiences gained in using the course content development in numerous workshops in various southwestern states, the author would suggest that the development might be adaptable for use in any higher education curriculum desiring a bilingual elementary school mathematics course at the graduate or undergraduate level.

Order No. 7910294, 358 pp.

A PROPOSED GRADUATE TEACHER TRAINING PROGRAM IN BILINGUAL-BICULTURAL EDUCATION FOR THE GRADUATE SCHOOL OF EDUCATION AT THE UNIVERSITY OF PUERTO RICO

ROSARIO, César Alfredo, Ed.D.
Columbia University Teachers College, 1978

Sponsor: Professor Mordecai S. Rubin

The Commonwealth of Puerto Rico is currently emphasizing the improvement of education. Paralleling this emphasis is the growing awareness of the need to expand and strengthen the bilingual-bicultural education throughout the Island. Bilingual education is a basic human need for contemporary living in Puerto Rico as bilingual-bicultural educators can provide individuals with the knowledge that will support the present-day higher standard of living and can encourage activities in the educational field which will help individuals to live a richer and more satisfying life.

The University of Puerto Rico supports the belief that people can best achieve their goals through education which demands an awareness of the Island and surrounding geographical areas. In the larger complex of our national and world civilization there is a need for well-trained bilingual educators to use our bilingual-bicultural setting to communicate not only to local citizens but also to citizens of our world community and thus reflect the ideas of a democracy. Since the college program is adapted to the needs of the people, the rapid increase in enrollment demands the expansion of the college curricula.

The existing Master of Education program, although offering majors in several teaching fields, does not offer a Master's degree in bilingual-bicultural education. In order to formulate a proposed Master's degree in the bilingual-bicultural teacher training program this research concerned itself with a catalogue survey of seventeen institutions which do offer such a degree. Through correspondence with key personnel the current trends and strengths of these institutions were explored, and revealed that there is a wide variance in requirements in present-day programs and in acceptance of the thesis and/or comprehensive examination as a terminal project. The research evaluated the trends for change in these institutions and the results are incorporated in the proposed program which is planned along the lines of teacher education and includes more emphasis on research and personal creative performance.

The strengths mentioned in the correspondence included program flexibility which allows for meeting individual student needs, a well qualified and cooperative staff, small classes, and well equipped classrooms. The proposed program calls for small classes and the student will receive individual attention from enthusiastic and cooperative staff members. The University of Puerto Rico at

present lacks some necessary equipment in certain areas but as the program expands it is hoped that the School of Education will be able to purchase the necessary items.

The student who enrolls in the proposed graduate program in bilingual-bicultural teacher training education may prepare for a wide variety of significant educational roles including elementary and secondary school teachers, paraprofessionals, curriculum coordinator, psychologist, early childhood specialist, supervising librarian, research librarian, teacher evaluatory, teacher trainer and researchers.

The criteria which resulted from this research is designed to give an advanced education to prospective and professional bilingual-bicultural teachers. The program was necessarily set up according to the resources of the University of Puerto Rico, including the graduate faculty, available courses, facilities, and instructional materials. The criteria, however, were developed not only to serve as a broad base for the structure of the program proposed in the study, but also, if the need arises, to be used by a college staff in formulating an acceptable bilingual-bicultural program leading to the Master's degree.

THE DEVELOPMENT OF A MODEL FOR EARLY CHILDHOOD—BILINGUAL-BICULTURAL TEACHER TRAINING WITH STUDY AND FIELD EXPERIENCES IN A FOREIGN COUNTRY

SITTIG, Claudia Guadalajara, Ph.D.
Texas Woman's University, 1978

This model developed from an extensive search into the pertinent literature. Institutions were contacted through letters of inquiry concerning bilingual-bicultural and/or Early Childhood Education teacher training programs with study and/or field experiences in a foreign country. Letters were sent to: colleges and universities in the United States identified by Kuschman (1972), which sponsored or collaborated on overseas student-teaching programs, colleges and universities in the state of Texas with approved bilingual-bicultural endorsement; the five state Departments of Education in those states which have the largest number of Spanish-surname people; relevant professional groups and organizations as well as bilingual organizations in the United States. For the purpose of this study exploration into the feasibility of the foreign study portion of the design was performed in an appropriate field experience location (Mexico City).

This model concerns itself with that portion of a teacher-training program which focuses on the development of bilingual-bicultural teacher competencies. This portion of a program is designed specifically to adhere to the requirements

for teacher certification in the state of Texas but should be able to be made part of any teacher training plan that prepares bilingual-bicultural teachers. The goal of the foreign study component of the model is to increase language proficiency and knowledge of the culture of the target population. This design is presented to facilitate and expedite the attainment of this goal, as well as to present an option to programs that are seeking to prepare qualified bilingual-bicultural teachers. The model is outlined, and the assumptions, goals, curriculum, evaluation, and practicalities are described.

Order No. 7815598, 125 pp.

A TRAINING PROGRAM MODEL FOR NON-DEGREE TEACHING PERSONNEL AND PARAPROFESSIONAL STAFF IN BILINGUAL BICULTURAL EDUCATION

VALLADOLID-CIJARÓN, Alicia, Ed.D.
University of Northern Colorado, 1978

Many early childhood paraprofessional training programs have or are being implemented in the absence of regards to personal and individual trainee needs. The traditional teacher training programs that exist in many institutions of higher learning do not meet the needs of non-degreed teaching personnel and paraprofessional minority staff who work in inner-city educational settings. It was to address this concern that the following project was undertaken. The purpose was to design a teacher and paraprofessional bilingual bicultural education training program.

Using the Denver Head Start Agencies, Denver, Colorado, as a prototype institution, the teacher and paraprofessional training program in bilingual bicultural education was developed in cooperation and coordination with Metropolitan State College, Denver, Colorado, and the Office of Child Development, United States Department of Health, Education and Welfare.

The training program consists of four phases which are (1) orientation to program, (2) culture, (3) language, and (4) integration. The training program is competency-based so that the involved participant may be certified upon completion as a Child Development Associate in Early Childhood Bilingual Bicultural Education.

Order No. 7902864, 202 pp.

THE EFFECTS OF AN INSERVICE MODEL CONSTRUCT ON TEACHER COMPETENCY ACHIEVEMENT IN A BILINGUAL/BICULTURAL FIELD-BASED SETTING

ALANIZ, Ramon Garza, Ed.D.
Texas A&I University, 1979

Adviser: David L. Zufelt

PURPOSE

The purpose of the study was to field-test a model construct of competencies via an option-loaded system of instruction for bilingual/bicultural teachers. The Effects of an Inservice Model Construct on Teacher Competency Achievement in a Bilingual/Bicultural Field-Based Setting was designed to determine if learning options caused significant achievement gains when presented to in-service teachers.

HYPOTHESES

The hypotheses for the study were: (1) There is no significant difference in achievement gains between: a one-option learning model and a two-option learning model, a one-option learning model and a three-option learning model, a two-option learning model and a three-option learning model; and a two-option learning model and a four-option learning model for bilingual/bicultural inservice teachers in an ESL, a Language assessment, and a Spanish language component respectively. (2) There is no significant correlation between teacher attitudes toward learning and achievement gains in a multiple-option model for teacher retraining.

PROCEDURE

An assessment of needs in one elementary school was conducted to address the identified needs of inservice teachers. The instruction to meet the identified needs was then developed by the university faculty members and delivered to teachers in the elementary school campus.

A total of 28 clock hours of instruction were given to teachers over a period of four months. Data were generated from the instructional achievement gains of teachers and treated statistically to address the hypotheses.

CONCLUSIONS

Based upon the analyzed data, the following conclusions were formulated: (1) When given an opportunity to determine their inservice program that contained different learning options, teachers tended to complete the program. (2) When given two learning options in the areas of language assessment, and Spanish language development, the teachers demonstrated increased academic gains in contrast to those gains achieved when only one learning option was given. (3) When given three learning options in the area of language assessment, the teachers demonstrated increased academic gains in contrast to those gains achieved when only one learning option was given. (4) When given three learning options in the area of English as a Second Language, as compared to two options for learning, the teachers demonstrated increased academic gains. (5) The model construct for teacher inservice which uses learning options for teacher retraining was successful in retraining elementary school teachers in a bilingual/bicultural public school setting.

RECOMMENDATIONS

Based upon the results of the study, it is recommended that: (1) Personnel involved in field-based inservice education develop their instructional material on an option-loaded model that contains at least three learning options for each objective. (2) A variety of learning options such as games, audio tape recordings, show and tell, video tape recordings, and problem solving be included in the option-loaded instruction. (3) The study for correlation of teacher attitudes to achievement gains via multiple-option models of instruction be replicated to test the correlation trend. (4) A replication of the study should be made with a larger population to further examine the sub-hypotheses in this study. (5) A similar study should be conducted for public school children to determine if option-loaded instruction produces significant achievement gains. (6) A study with children should be conducted to investigate relationships of teachers retrained via option-loaded instruction to student achievement gains according to the same option-loaded process.

Order No. 8003348, 78 pp.

THE PERCEIVED EFFECTIVENESS OF BILINGUAL MASTER OF ARTS IN EDUCATION DEGREE PROGRAMS AT SELECTED CALIFORNIA STATE UNIVERSITIES

ARROYO, Ralph, Ph.D.
University of Southern California, 1979

Chairman: Professor William F. O'Neill

PURPOSE

The purpose was to determine the perceptions of graduates and post-graduates with respect to the effectiveness of the Master of Arts in Education Degree Program with option in Bilingual/Bicultural Education at the State universities of Sacramento, Los Angeles, and San Diego. In order to measure adequately those perceptions held by the students, information was collected in eight major areas.

METHODOLOGY

A questionnaire was developed and copies mailed to a total population of 370 students. These students were either currently participating in, or had graduated from the program during the period from September 1975 through August 1978. Ultimately, 200 questionnaires, or 58.8% of the deliverable questionnaires, were received. Data tabulated for each university were presented in percentages in 66 separate tables.

FINDINGS

Analysis of data obtained resulted in 31 findings concerning perceptions held by respondents in regard to the effectiveness of the master's bilingual/bicultural degree program at each of the three universities. Among the most important of these findings were: (1) A majority of respondents perceived their professors as effective in thirteen of the fourteen teaching factors posed. The factor that received the least favorable rating by students at all three campuses was the "Ability to elicit students' use of both English and and the target language." (2) In most of the 33 General and 23 Specific Bilingual Understandings and Skills, a majority of respondents had been provided with at least adequate preparation to do a competent job in their present/future professional work. (3) The majority of all respondents indicated that they received limited or no preparation with respect to demonstrating competency in staff inservice strategies-training of trainees, and team teaching with professionals and/or paraprofessionals. (4) A majority at all three universities indicated they had received considerable or

outstanding preparation in "Demonstrating competencies and knowledge of the underlying philosophies of, and reasons for, bilingual education." (5) Over 50% of all respondents indicated that the administration of the programs could be improved by providing better communication and interaction between students, administrators and faculty. (6) Nearly all students from Sacramento were receiving, or had received, a Federal Fellowship, while few of the students at Los Angeles and San Diego received Federal Fellowships. (7) Approximately 75% of the students at Sacramento and Los Angeles indicated they would re-enroll in their program, while 58.5% at San Diego indicated they would re-enroll. (8) The respondents from Spanish-speaking backgrounds made up the largest group represented at each of the three schools.

CONCLUSIONS

Among the most significant conclusions reached were: (1) A majority of the graduates held the program in esteem in regard to the quality of professors, courses taken, and skills and understandings developed in their major field and, with some exceptions, in the bilingual core area towards meeting their present/future needs. (2) "ESL and second language development and teaching skills," "Practical curriculum methods of bilingual teaching strategies and techniques," "Multicultural/cross-cultural emphasis," and "Teaching reading in the target language" were the most preferred curriculum areas in which the majority desired further concentration of study. (3) The top-most recommendation to improve program instructional content at Sacramento was to provide more courses taught bilingually. At Los Angeles it was to recruit more bilingual professors who are knowledgeable in the subject area. At San Diego it was to provide better ethnic representation within faculty and administration. (4) Students involved in the study were interested in the improvement of the master's programs at all three universities, as evidenced by the student responses received.

RECOMMENDATIONS

Some selected recommendations for all universities were: (1) Increased efforts should be made to upgrade and expand the bilingual curriculum area; (2) continued emphasis should be placed on the selection of bilingual professors who are competent in the curricular subject matter; (3) increased communication between faculty, administrators and students should be encouraged; (4) all suggestions for changes made by the respondents should be carefully received to improve and upgrade each program; (5) the possibility of offering an advanced master's degree in bilingual/bicultural education should be explored.

A STUDY OF THE ACTUAL VS THE IDEAL ROLE OF THE BILINGUAL BICULTURAL HEAD START TEACHER AIDE

CERVANTES, Cecilia Yolanda M., Ph.D.
University of Colorado at Boulder, 1979

Director: Arturo Cabrera

THE PROBLEM

This study was conducted in order to determine the perceived role of bilingual-bicultural Head Start teacher aides by comparing and analyzing the perceptions of Head Start teachers and teacher aides relating to actual and ideal Head Start classroom duties and responsibilities which could influence teacher aide roles.

THE SAMPLE

Subjects for the study were bilingual-bicultural Head Start teachers and teacher aides employed at twenty bilingual-bicultural Head Start project sites in Colorado, Utah, and Wyoming. The specific sample utilized for this study consisted of 59 volunteer teacher/teacher aide pairs. Fifty-nine bilingual-bicultural Head Start teacher aides were assigned to the TA group. Fifty-nine bilingual-bicultural teachers were assigned to the T group.

INTERVIEW PROCEDURE

Each of the voluntary participants was interviewed individually. Each session was begun by administering the Bilingual Head Start Questionnaire which consisted of 50 items. These included selected CDA competencies. Once this was completed, each subject was then asked to respond to four discussion-type questions (Interview Schedule) which were tape-recorded. These general probes were intended to elicit personal opinions from Head Start teachers and teacher aides relating to the effectiveness, problems, suggestions for improvement, as well as the role of the bilingual Head Start teacher aide.

ANALYSIS OF THE DATA

Research questions were stated that there would be differences between the bilingual-bicultural Head Start teachers and teachers aides on perceptions of the actual and ideal role of the bilingual-bicultural Head Start teacher aide as measured by the Bilingual Head Start Questionnaire and the Interview Schedule. Analysis using t-tests and chi-square tests were employed to test the research questions.

CONCLUSIONS

As a result of the analysis it was concluded that: (1) There was no significant differences in the bilingual Head Start teacher and teacher aide perceptions of the actual role of the bilingual Head Start teacher aide based on responses given on the Bilingual Head Start Questionnaire. (2) Statistically significant results beyond the .05 level were found for the analysis relating to the ideal role of the bilingual-bicultural Head Start teacher aide as measured by the Bilingual Head Start Questionnaire. The teachers scored higher than teacher aides with respect to their perceptions of the ideal role of the bilingual Heat Start teacher aide. (3) Differences were observed which related to how bilingual Head Start teachers and teacher aides answered questions on the Interview Schedule. The most obvious difference was in the way in which teachers and aides perceived the bilingual Head Start teacher aides' role. More teacher aides felt that their role is similar to that of the teachers, a role in which aides assume more comprehensive classroom responsibilities.

Order No. 8002962, 199 pp.

A DESCRIPTIVE ANALYSIS OF BILINGUAL EDUCATION TEACHER-TRAINING PROGRAMS IN THE STATE OF MICHIGAN

MONTEZ, Gilbert Liceaga, Ed.D.
Western Michigan University, 1979

The purpose of this study was to develop a description of the bilingual education teacher-training programs throughout the state of Michigan and to analyze them for commonalities and differences. A limited amount of research seems to be available in regard to bilingual education teacher-training programs in this country, and essentially no research is currently available regarding bilingual education teacher-training programs in the state of Michigan.

The population in this study consisted of one director from each of the fifteen bilingual education teacher-training programs in Michigan. These fifteen programs, which were identified through the Bilingual Education Office (B.E.O.) of the Michigan Department of Education (M.D.E.), were surveyed and fifteen questionnaires were returned for a response rate of 100%. However, one questionnaire was returned without responding to the questions since the program at this institution was pending implementation. Consequently, the survey population, which completed and returned the questionnaires, consisted of eight public institutions and six private for a total of fourteen respondents.

The questionnaire consisted of two broad areas: (1) program elements, and (2) program and institutional characteristics. The program elements area was subdivided into the following sections: (1) language proficiency component, (2) methodology component, (3) cultural component, (4) practical experience component, (5) endorsements to existing certificates, and (6) general. The program and institutional characteristics area, which compiled demographic data, was not subdivided into sections but was presented as a total unit.

Data analysis consisted of descriptive statistics and Guttman Scale computations.

The data indicated that the institutions offering bilingual education teacher-training programs ranged in enrollment size accordingly: state institutions, 40,000 to 3,000; private institutions, 2,500 to 850. The programs in these institutions were established in the following manner: 1 in 1973, 1 in 1974, 6 in 1975, and 6 in 1976.

In regard to programmatic demographic data, the following were found: (1) student enrollment ranged from 2 to 132, (2) language classification group (L C G) member enrollment ranged from 0 to 132, (3) undergraduate student enrollment ranged from 0 to 40, (4) graduate student enrollment ranged from 0 to 84, (5) L C G members who completed the program requirements ranged from 0 to 56, (6) undergraduates who completed the program requirements ranged from 0 to 19, and (7) graduate students who completed the program requirements ranged from 0 to 50.

Of the program elements included in the language proficiency, methodology, cultural, and practical experience components: 15 of the 31 elements were included by 93% to 100% of all the bilingual education teacher-training programs, 8 of 31 elements were included by 71% to 86%, and 8 of the 31 elements were included by 36% to 64%.

All six of the research hypotheses were verified. These hypotheses stated that: (1) program elements can be grouped according to commonalities, and (2) differences, (3) differences existed between the fourteen programs regarding language proficiency components, (5) cultural components, and (6) practical experience components.

The following recommendations were offered: (1) increase efforts to train greater numbers of bilingual education teachers, (2) improve the quality of bilingual education teachers, (3) adopt rules to replace the guidelines governing bilingual education endorsements, (4) review programs, through the Michigan Department of Education, to determine compliance with these rules, (5) eliminate programs which are not in compliance, (6) use the data compiled through this study to develop a state model for bilingual education teacher-training programs, and (7) encourage future research to evolve from this study in order to enhance the development of bilingual education teacher-training programs.

Order No. 7916859, 225 pp.

INVESTIGATIONS BEYOND NORTH AMERICA

NAVA'I'S TURKIC AND PERSIAN QUATRAINS: DISCOURSE TYPOLOGY AND THE BILINGUAL POET

FEAREY, Margaret Sharon, Ph.D.
The University of Michigan, 1977

Chairmen: James M. Stewart-Robinson
Gernot L. Windfuhr

Widespread bilingualism is an important phenomenon which influenced the cultural and social history of the medieval Near East and Central Asia. Although the relation between multilingualism and certain social and political issues has been explored to some extent in the context of studios on the *Shu'ūbiyya* movement, little attention has been directed to the influence of multilingualism on the languages and literatures of the area. This dissertation is an examination of the influence of bilingualism upon the poetic forms used by a fifteenth-century Central Asian poet, Mīr 'Alī Šir Navā'ī.

The author of the dissertation examines the characteristics of two comparable genres, or discourse types, the one Turkic (the *tuyuġ*), the other Perisan (the *rubā'ī*). Both medieval and modern studies of the two genres are reviewed, with particular attention being given to Soviet studies of the *tuyuġ*. Navā'ī's *tuyuġs* and Persian *rubā'īs* are then analysed. They are found to differ partially from the stereotypical models in the direction of greater distinctness from one another. In addition, it is proposed that organizational patterns are to some extent genre-specific and serve to distinguish the *tuyuġ* and the Persian *rubā'ī* even further.

An analysis of Navā'ī's Turkic *rubā'īs* shows that this category of texts exhibits characteristics of both the *tuyuġ* and the Persian *rubā'ī*. It is argued that the relation between the three categories of texts examined—the *tuyuġ*, the Persian *rubā'ī* and the Turkic *rubā'ī*—supports the hypothesis that they were organized, for Navā'ī, in a unified, non-language-specific system of discourse types, rather than separately, by language.

In addition, it is argued that the description of a genre is not complete if only categorical features such as rhyme scheme or metre are mentioned; genres can also be associated with particular syntactic and thematic organizational patterns, which should be integrated into generic description.

Texts and translations of all of Navā'ī's *tuyuġs* are provided, as well as texts and translations of some of the Persian and Turkic *rubā'īs*.

Order No. 77-26,236, 188 pages.

LANGUAGE USE AND LANGUAGE ATTITUDES IN A BILINGUAL COMMUNITY: TERHERNE, FRIESLAND

SMITH, James Floyd, Ph.D.
Stanford University, 1977

This study is a case study of the changing sociolinguistic situation in the Frisian-Dutch bilingual community of Terherne, a small, rural village in the province of Friesland in the Netherlands. The problem to which this study addresses itself is to describe the nature of the variation in language use in Terherne between Frisian, the first language of the majority of the inhabitants of Friesland (now gaining official recognition as a regional language in the Netherlands), and Dutch. In addition to accounting for the linguistic competence of the population in Terherne, the study is also concerned with establishing if competence in Frisian and the use of Frisian are stratified according to various demographic and sociolinguistic variables, and whether a positive correlation exists between the use of Frisian in Terherne and the attitudes of the inhabitants towards Frisian as expressed by their degree of commitment to the Frisian language ideology.

The research methodology employed in this study consisted of two sociolinguistically oriented surveys, and personal observation of language variation in the community. The research was conducted in Terherne between August and December 1976. The subgroups in the population for which data were obtained included the year-round inhabitants over the age of eleven, the children attending elementary and nursery school in the village, and the occupants of summer and weekend homes in the village. Data were not obtained directly from the large tourist population in the community.

The results of the study show that a major shift has taken place in the sociolinguistic situation in favor of Dutch. In comparison to 1956 when this community was found to be almost 100 percent Frisian-speaking, there is now a primarily Dutch-speaking element in the village which makes up one fourth of the year-round population. The speakers of Dutch as a first language among the year-round inhabitants have adopted local community values and attitudes towards Frisian, and acquired competence in Frisian to a significantly greater degree than the other primarily non-Frisian subgroups in Terherne: the summer home residents and tourists. In general, the use of Frisian was found to decrease as the language use situation increased in formality and unfamiliarity, although the greatest use of Frisian reported was not in the home, but in the community at large. Of the three subgroups in the population studied, native-Frisian villagers have the highest commitment to Frisian, non-Frisian villagers the next highest, and summer home residents the lowest. Language use was found to be stratified according to the degree of commitment to Frisian, those highly committed reporting the greatest use of Frisian.

Despite the increased use of Dutch within the community, Frisian continues to be the primary language of the year-round population for use in intragroup situations. The use of Frisian often conveys "social meaning"; i.e., identifies a speaker as a member of the community, signifies acceptance and approval, or conversely, exclusion and disapproval. Frisian is, in addition, a marker of Frisian group identity, being the focus of an entire complex of attitudes and values which often conflict with the attitudes and values of the dominant Dutch society. In situations allowing the use of either Frisian or Dutch, language choice is frequently an ideological act in which language attitudes are a mediating factor. Frisian language maintenance in Terherne is seen as being ultimately dependent upon the strengthening and extension of socio-economic conditions favorable to the predominantly Frisian-speaking elements in this community.

Order No. 7802240, 467 pp.

ELEMENTS OF PRE-COLUMBIAN AND HISPANIC CULTURES FOR THE BILINGUAL-BICULTURAL CURRICULUM

MOATS, Margarita Márquez, Ph.D.
University of Kansas, 1978

The objective in this literary research is to identify those elements of Pre-Columbian and Hispanic cultures that could be used for the instruction of the Mexican-American child in the Bilingual-Bicultural programs.

The way his culture is portrayed in textbooks is of great significance in filling his emotional needs. The books and materials of instruction he studies affect his perception of himself and the society in which he lives. Textbooks provide the basis for instruction, and they are relied upon in the educational program by most of the teachers. The intructional materials for Bilingual-Bicultural education must incorporate the history and the culture of their Indian and Spanish heritage.

Chapters II through V present the elements of Pre-Columbian cultures that could be used in the instruction of the Spanish-speaking child that are conducive to developing a positive self-image and appreciation for his rich heritage. The material covered presents the different Pre-Columbian cultures that inhabited the American continent from the nomadic groups to the well-established cultures of México, Guatemala, Honduras, and Perú. Special emphasis has been given to the Maya, Toltec, and Aztec cultures for their outstanding intellectual achievements in the many fields of sciences and architecture. It focuses on the ancient cities and their impressive centers of civilization of Middle America.

Chapter V presents the contributions of the Spanish Crown as principal instruments for bringing all phases of European culture to the American continent. Their contributions include extensive intellectual and religious endeavors in the educating and Christianizing of the inhabitants of New Spain. It presents the efforts of the Spaniards to bring western culture to the New World by the establishment of hundreds of religious missions supported by the Spanish government and the "Patronato Real."

Chapter VI points out that unless an effort is made to provide materials that not only focus on what is common knowledge but also include the scientific and artistic aspects of the Mexican-American culture, the children do not receive the full benefit of Bilingual-Bicultural education.

Order No. 7824856, 163 pp.

THE DEVELOPMENT OF BILINGUALISM IN JAMAICA, W. I. AS A FUNCTION OF INTER- AND INTRA-SOCIETAL FORCES

NICOLAS, Nila LaBorde, Ed.D.
Rutgers University
The State University of New Jersey (New Brunswick), 1978

Chairperson: Dr. Milton Schwebel

An historical analysis of the development of languages in the Jamaican context was presented in order to characterize the sociolinguistic situation in Jamaica as it existed prior to the development of Spanish in the society and as it has persisted to the present. In presenting the historical description of the Jamaican society in terms of the development of English and patois, a set of collective identity symbols, cultural values, complementary behavioral norms and affiliations with language usage emerge as key factors in a persistent sociolinguistic system, i.e., adherence to English as the correct speech implies continued commitment to the superiority and inferiority outlook as a social referent, in the past as well as in the present, exemplified by preference for English in the speech of the Jamaican people when an alternative choice for patois was available.

A comprehensive study of the Jamaicans' attitudes toward Spanish and bilingualism in the society was conducted. The methods of investigation used included participant observation as well as two sociological surveys and two attitude scales (Attitude Toward Spanish and Attitude Toward Self) which the investigator constructed. The data obtained from these instruments were used to investigate the sociocultural variables present in the society that influenced the Jamaicans' attitudes toward Spanish and bilingualism in general, the adult

students' motivation to learn Spanish, and the attitudes of the high school learners toward Spanish and toward self.

A majority of the respondents in this study was found to have a positive attitude toward Spanish. Those who were negative in their attitude toward Spanish, along with those who were positive in their attitude toward the language, gave the high rate of illiteracy and the poor command of the English language among the lower class as the major cultural factors that could deter the development of bilingualism in English and Spanish in the country.

Both the low and the middle and upper class high school students were found to have negative attitudes toward Spanish. The middle and upper class students had positive attitudes toward themselves, while the attitudes toward self of the lower class students were lower than those of their middle and upper class counterparts. Most of the lower class students, however, were not negative about themselves. The curriculum planners and teachers were inaccurate in their assessment of the students' attitudes toward Spanish for both schools. They were also inaccurate in their assessments of the lower class students' attitudes toward self.

This study elicited no evidence supporting the view that color and socio-economic status of students had any apparent relation to the students' high or low facility for second language learning, despite the fact that higher social class students worked harder in their Spanish classes and obtained higher grades.

The adult students' motivation to learn Spanish voluntarily was found to be the result of the financial incentives present in the jobs of those executive officials enrolled at the language institutes in Kingston. It was also found in this study that social and occupational mobility were the major socio-cultural variables that influenced most the adult students' motivation to learn Spanish.

Order No. 7914129, 198 pp.

BILINGUALISM IN BELGIUM AND THE LINGUISTIC FRONTIER

APRIL, Miriam, Ph.D.
New York University, 1979

Chairman: Professor Annette Baslaw

"Bilingualism in Belgium and the Linguistic Frontier" is a descriptive study of the two languages spoken in Belgium and the actual dividing line determining where each is spoken. The linguistic frontier divides Belgium into Flanders and

Wallonia, the two language regions. The prescribed use of French and Flemish has created "the community problem," formerly called "the language problem."

In spite of the classification of bilingualism, the two regions are required by law to be unilingual, with Flemish spoken by the Flemings in Flanders and French spoken by the Francophones in Wallonia. The only exception is the capital, Brussels, where bilingualism is permitted.

Since bilingualism is the designation used to describe language usage in Belgium, its definition by linguists, writers, bilingual persons, and grammarians is presented. Among those cited are the Americans, Robert Hall, Uriel Weinrich, and Leonard Bloomfield; the Frenchman, André Martinet; the Belgians, Maurits Van Overbeke and Monique Béziers; and the South African, Anna J. Aucamp.

Although the country of Belgium has only been independent since 1830, the territory it occupies has used two languages for more than a thousand years. At various times one or the other has been predominant. It has only been recently that equality of the languages has been sought and achieved; the status of Brussels has likewise only recently been legislated. The struggle for equality beteen Flemings and Walloons is detailed.

Since 1873, many linguistic laws have been enacted concerning use of languages at all levels of education, public administration, the government, and the army. In 1946, a language research center was proposed by future prime minister Pierre Harmel. It studied the entire national language problem and proposed recommendations. The Center began its formal work in 1948 and presented its final reports in 1954. Its conclusions are examined in this study. In addition, selected Harmel Research Center documents have been appended, with English translations, to indicate the scope of the work of the Center.

In 1963, the "Linguistic Code" was published. It was a compilation of all the Belgian linguistic laws, sanctions specified for various infractions of the Code, and complete accounts of linguistic violations and adjudications thereof. Selected cases from the more than 1700 pages have been translated and presented to indicate the varied nature of the complaints. The Linguistic Code affects all of the more than ten million inhabitants of Belgium.

Because of its location in Brabant in Flanders, Brussels should have been Flemish-speaking, in accordance with the requirements of the linguistic legislation. Since it is bilingual, it has occasioned considerable turmoil in the country, notwithstanding its importance as the capital and its international standing. It continues to be an additional language problem, apart from "the community problem." Various opinions by Flemish, French, English and American authorities are cited in reference to the status of the capital.

Although Belgium did not experience internal strife because of languages for many centuries, its language policy since independence has resulted in a divisiveness which exerts an effect on every aspect of Belgian life. Despite the many years of serious study by the Harmel Center, "the community problem" remains

without a national solution. Furthermore, it is a costly problem because of the duplication of agencies required in order to have French-Flemish equality in all branches of government and private enterprises.

Recommendations for further research conclude the descriptive study of "Bilingualism in Belgium and the Linguistic Frontier."

Order No. 7918832, 172 pp.

TEACHER IN-SERVICE NEEDS OF THE ENGLISH/SPANISH BILINGUAL SCHOOLS OF BOGOTA, COLOMBIA AS PERCEIVED BY THEIR ACADEMIC STAFFS

BURGESS, Terry Lee, Ph.D.
The University of Alabama, 1979

The purpose of this study was to determine the teacher in-service needs of the English/Spanish bilingual schools in Bogotá, Colombia participating as members of Unión de Colegios Internacionales. Questions studied were: (a) What were the directors' perceptions of in-service education? (b) What were the teachers' perceptions of in-service education? (c) What were the in-service needs as perceived by each teaching staff? (d) What were the inservice needs as perceived by Spanish monolingual teachers? (e) What were the in-service needs as perceived by English monolingual teachers? (f) What were the in-service needs as perceived by English/Spanish bilingual teachers? (g) What was the relationship of the in-service needs of each school? and (h) What was the relationship of the in-service needs of the teachers grouped by the language used by the teacher?

The study also looked at three types of in-service programs which could possibly meet the needs of these schools. These programs were (a) a unit school or traditional type in-service program, (b) a teacher center, and (c) a floating faculty.

Two instruments were developed and sent to Bogotá, Colombia to seek information and to determine the in-service needs of the participating schools. The first instrument was a 16-item questionnaire sent to the directors of the 10 schools asked to participate. This questionnaire sought information concerning the in-service beliefs of the directors. The second instrument was a 75-item questionnaire sent to the seven remaining schools seeking profile data and teacher beliefs concerning in-service education (25 items) and their in-service needs (50 items).

These questionnaires were sent to Bogotá, distributed, collected, and returned to The University of Alabama for analysis and interpretation.

Conclusions drawn from this study are: (1) The administrators and teachers viewed their roles in in-service development and implementation to be the traditional roles—administrators organize and direct and the teachers are participants. (2) Four of the seven schools' in-service needs showed a significant relationship, thereby indicating a good chance of success if they worked together on their common needs. (3) Bilingual teachers were found to be on a middle ground, identifying with both the English and the Spanish speaking teachers. The English and Spanish speaking teachers, however, showed no significant relationship in their in-service needs. (4) The teacher center was overwhelmingly preferred by teachers and administrators as the most effective means of meeting their needs, while the floating faculty was, in their opinion, the least effective. (5) Teaching English and Spanish as second languages were areas of great concern to these schools.

It was recommended that these schools work together in developing in-service programs to meet their common needs. The schools should also investigate the possibility of developing teacher training programs with the Javeriana and Pedagogica universities in Bogotá, Colombia. Working with other local agencies, such as The University of Alabama's Bogotá summer program and its New College External Degree Program, for the development of teacher training and in-service programs for their staffs should also be investigated.

A copy of the questionnaires, in English and Spanish, is included in the appendices.

Order No. 8004534, 221 pp.

CODE-SWITCHING IN AKAN-ENGLISH BILINGUALISM

FORSON, Barnabas, Ph.D.
University of California, Los Angeles, 1979

Chairman: Professor Paul M. Schachter

The study deals with the factors leading to, and the linguistic characteristics of, code-switching involving Akan (a Western African language) and English. It has six main chapters and an appendix which provides some samples of discourses and suggestions for further study.

In Chapter One, the subject of code-switching is introduced with a review of some related studies, a simple typology, and a working definition of code-switching for this study.

Chapter Two gives some background information about the two languages involved: the geographical distribution of Akan, a Kwa language which is one of the forty-six languages spoken in Ghana but native to over 40 percent of

Ghanaians, a survey of the main Akan dialects, a short history of literacy in Akan and English, and the relative social statuses of the two languages in Ghana.

This is followed, in Chapter Three, by an outline of the aspects of Akan grammar relevant to the main issues raised in the study of Akan-English code-switching.

The sociolinguistic factors leading to normal Akan-English code-switching—speakers' linguistic background, medium, formality, subject matter, as well as the kind of relationship between the languages in contact are discussed in Chapter Four.

Chapter Five examines the grammatical characteristics of (incuding constraints on) Akan-English code-switching.

Finally, Chapter Six deals with the acquisition and social function of, as well as attitudes toward, Akan-English code-switching.

Order No. 8007431, 305 pp.

BILINGUAL AND BICULTURAL ASPECTS OF NIGERIAN PROSE FICTION

OSUNDARE, Oluwaniyi, Ph.D.
York University (Canada), 1979

This study examines the concepts of bilingualism and biculturalism in Nigeria generally and in Nigerian fiction in particular. It discusses the interrelatedness of language and culture, and the problems faced by the Nigerian novelist in verbalising indigenous culture in a foreign language. The approach to issues raised in this study is essentially muldisciplinary, drawing freely upon anthropologigal, linguistic, stylistic, and rhetorical tools for examining the ways in which the Nigerian novelist is coping with the rigorous demands of his double cultural and linguistic heritage.

Chapter One provides a socio-historical background by looking at the processes—slavery, missionary activity, and colonialism—through which the Nigerian came to be bilingual and bicultural. It discusses some of the damage done to African culture and personality by these processes.

Chapter Two examines the two concepts of bilingualism and biculturalism, the attitudes of Nigerians to the two cultures and two languages and how these are reflected in Nigerian fiction. This chapter focuses on Nigerian culture as one in a state of transition and decolonization.

Chapter Three looks in detail at the problem of language in Nigerian writing. It reviews the attitudes of African writers in general about adopting European languages as media of literary expression. The latter half of the chapter examines *translation* and *transference* as two major stylistic-creative strategies adopted by

the Nigerian novelist in forging an authentic medium in English, an endeavour that has resulted in the 'Africanization' of English.

Chapter Four takes a critical look at the strategies of translation and transference by examining their limits and shortcomings and transference by examining their limits and shortcomings and the toll these take on the writer's art.

Chapter Five considers the dynamics of transition from oral to written culture, using Amos Tutuola as the exponent of that transition.

Chapter Six offers a linguistic, stylistic, and rhetorical analysis of Tutuola's language as that of the literate-orate artist.

Chapter Seven examines the problems of underdifferentiation of L2 varieties in Nigeria generally and Nigerian fiction in particular, pointing out the historical, socio-economic, and pedagogical causes of such a stylistic deviation. It categorises Nigerian novelists into three stylistic types with regard to variety control.

REFLECTIONS OF STATUS AND INTIMACY IN KOREAN SPEECH LEVELS, ENGLISH CODE, AND THEIR USE IN DYADIC CONVERSATIONS BETWEEN BILINGUAL KOREANS

SONG-BRADFORD, Linda Marie, Ph.D.
The American University, 1979

This study explores the ways in which status and intimacy are reflected in the meaning and use of the English code and Korean speech level alternants (kin and non-kin terms of address, first and second person singular pronouns, verb endings, and verb stems with addressee subject). These alternates are viewed from a sociolinguistic perspective in the context of cultural domains and situations and as part of a single linguistic repertoire which Korean bilinguals can draw upon in social interaction.

To investigate the problem, four bilingual Korean students were interviewed to elicit Korean speech level alternants and statements about their normative use, to elicit rules for the use of English, and to elicit statements about values and attitudes associated with speech in Korean society. The social meaning of Korean alternants were derived from componential analyses which define referential meaning and from rules of use which define non-referential or social contextual meaning. The social meaning of English was derived from rules of use and from an analysis of constraints implied by Korean. Data from the interviews were anlyzed to describe a model of a biingual Korean's repertoire of alternants and other aspects of communicative competence required for situational and metaphorical switching. To elicit data on actual use, 21 dyadic conversations (30 minutes each) were arranged between major informants and other

bilingual Koreans. These were taped and analyzed by isolating the occurrences of each category of alternants and comparing them to normative rules of use.

In Part I, the concepts of status, intimacy, and formality are defined in Chapter 3 as an introduction to definitions of the normative meaning of terms of address in Chapter IV, of verb endings in Chapter V, and of English in Chapter VI. Status is generally defined by age, occupational rank, or sometimes, sex; intimacy by the absence of status discrepancy, the frequency and non-authoritarian nature of contact, relationships established in childhood, and less definable aspects of personality; and formality by interaction in public situations, between adults and members of the opposite sex, and by a relationship of status disparity and distance. Overall, Korean alternants can be divided into two basic levels based on relative status: deferential and non-deferential. Within these levels, there are alternants which reflect intimacy and informality, or distance and formality. The English code appears to be an alternant for the more formal non-deferential speech levels.

In Part II, conversational uses of alternants representing situational and metaphorical switching are examined for terms of address and pronouns in Chapter VII, second person subject verb stems and verb endings in Chapter VIII, and English in Chapter IX. In these chapters, the social meaning of variations or deviations from normative use is discussed. While variations often reflected subtle differences in the formality or intimacy of the interaction due to sex, deviations often reflected metaphorical use of conversational variables such as speech acts. English words which occurred simply reflected topic; however, metaphorical code-switching to English or between speech level alternants was used to create distance or humor, to convey anger or solidarity, or to manipulate status.

Chapter X summarizes the topics discussed, poses some questions which result from the discussion, and suggests some future directions for research.

Order No. 8000763, 386 pp.

BILINGUALISM AND LINGUISTIC SEGREGATION IN THE SCHOOLS OF BRUSSELS

SWING, Elizabeth Sherman, Ph.D.
University of Pennsylvania, 1979

Supervisor: William W. Brickman

This dissertation explores the emergence of linguistic segregation in the schools of Brussels, particularly between 1932 and 1971. Its focus, therefore, is

the impact of the language conflict between Flemings and Francophones on school structures and on human rights in a city which has been undergoing a language shift for centuries from Dutch (Netherlandish), or one of its dialects, to French. Four hypotheses underlie this study: One, bilingual schools do not necessarily lead to language maintenance. Two, the democratization of a linguistic hierarchy is likely to bring a demand for separate linguistic institutions. Three, a by-product of the democratization of linguistic function in a society where languages are in contact is change in the kind of bilingualism individuals practice. Four, use of schools to reconstruct society may produce greater conflict than the conflict it was designed to eliminate.

Part one probes the background of the 20th century conflict, the dichotomy between the unitary and fractionalized images of Belgium that existed in the past and its relationship to the assumption that bilingualism in education is a necessity—for Flemings. It also traces the emergence of three patterns of bilingual education that became integral to the structure of schools in Brussels: an elite model derived from the medieval Latin school tradition, an assimilationist model reflecting the instrumental use of language by foreign rulers and by the newly independent Belgian state after 1830, and a dual medium model reflecting the demands of Flemish Nationalists.

Part two traces the development of separatist structures that repudiated this centripetal tradition, relating their emergence to Flemish nationalism, to similar centrifugal forces in the Walloon community, and to linguistic legislation that reflected these forces. The Language Law of 1932 attempted an equilibrium model of separatism in the schools, which failed. The Language Law of 1963 went much further, mandating the scission of schools into totally separate linguistic regimes in which enrollment would be stringently controlled by a language inspectorate, a control that produced conflict over human rights that was particularly intense between 1966 and 1971.

If after 1971 freedom to enroll a child in the schools of either language community was partially restored, the separate schools still remain: one regime using French as the language of instruction, the other using Dutch. This study, therefore, charts the transformation of the schools of Brussels from an agency for acculturation to a unitary (Francophone) national ethos to an agency for acculturation to two separate linguistic communities, from an agency for linguistic integration to an agency for linguistic segregation, from an agency for the transmission of a traditional power structure to an agency for the reconstruction of Belgian society.

Order No. 7928178, 380 pp.

BILINGUALISM AND ACADEMIC ACHIEVEMENT IN CAMEROON SECONDARY SCHOOLS

YEMBE, Omer Weyi, Ed.D.
Columbia University Teachers College, 1979

Sponsor: Professor Arno A. Bellack

The present study set out to investigate the likely effects of English-French bilingualism on the academic achievement of Cameroonian secondary school students, non-native speakers of these two languages. Will a group of bilingually instructed students perform better than a comparison group on academic achievement tests in the target languages? This question provided the framework for designing an evaluation study of an experimental bilingual secondary school program—the Bilingual Grammar School (BGS). The background to the establishment of this school is essentially the history of the search for a *lingua franca* for the over 200 ethnic groups which the vicissitudes of seventy-five years of changing colonial rule brought together into a modern state. The adoption of French and English as the official languages of Cameroon gave impetus to the bilingual school experiment. This school would be a starting point for developing a bilingual school system.

Cameroon policy in education aims at not only teaching the two languages but at ensuring that students can follow instruction in both languages from a certain level in their schooling. Since its creation fifteen years ago, the BGS has aimed to experiment this policy by creating bilingual classes in which an equal amount of instructional time is devoted to using either language as the media of the instruction.

What are the effects of this type of bilingual education on academic achievement? This was the research problem which directed the attempt to find out whether the BGS was achieving the major purpose for which it was created.

A review of the literature on the effects of bilingualism on academic achievement focused on two propositions. First, that bilingualism would affect cognitive growth. Such an influence would have an impact on academic achievement. Second, that bilingual education programs would positively influence academic achievement. The trend of research findings in recent years indicates that bilingualism has positive effects on both cognitive growth and academic achievement.

Would a bilingually instructed group of students from the BGS score higher than a comparison group on test measures of academic achievement?

The quasi-experimental design was employed to compare scores of bilingual and comparison groups on an Achievement Test Battery (ATB) constructed by the investigator as the operational definition of academic achievement. An *a posteriori* comparison was performed to assess the differences between bilingual and comparison groups on background variables likely to confound treatment effects.

A total of 276 fourth-year secondary school students from the BGS and two comparison groups revealed significant differences on the majority of the sub-tests on the ATB. The Dunnett Test was employed to make multiple comparisons of performance on each sub-test.

The results thus obtained showed that the bilingual groups outperformed their respective comparison groups on most tests. The bilingual groups seemed to perform better in content subjects than on tests of their dominant or first official language. The bilingual francophone group scored poorer than its comparisons on the French language tests.

These findings suggest that bilingualism and bilingual education in the BGS seemed to exert more positive influence on the learning of content or non-language subjects than on the learning of the student's dominant or first official language.

The above findings are only suggestive in view of the limitations discussed in the study. These findings cannot be generalized beyond the sample studies although the pattern of these findings is similar to that of previous research studies.

The investigator made a number of suggestions with respect to the implications of these findings for the improvement of the instructional program of the BGS. He also made recommendations for policy on bilingual education. The need for further research is urgent.

Order No. 8006870, 275 pp.

II. ASSESSMENT

LANGUAGE PROFICIENCY

ASSESSING BILINGUALISM IN ELEMENTARY SCHOOL CHILDREN

TEITELBAUM, Herta, Ph.D.
The University of New Mexico, 1976

This study describes the language skills and language use patterns of bilingual children in an Albuquerque elementary school and at the same time seeks to evaluate the adequacy of some current techniques used to assess bilingualism. The subjects were children of Spanish descent, ranging in age from five to 11, who participated in the bilingual education program at the school. The children's Spanish and English skills were rated by teachers, interviewers, and the children themselves. Teachers and children were also asked to estimate the extent to which the latter used Spanish and English in various settings of the home and the neighborhood. To provide a more objective measure of the children's language skills, three language performance tasks—word naming, sentence repetition, and free speech—were administered to the subjects.

With respect to the first goal of this investigation, the children were found to be fluent English speakers. Their Spanish skills, however, varied widely. Generally, the children understood Spanish better than they were able to speak it.

The older children performed significantly better on all three language tasks than the younger children, both in Spanish and in English. However, it was clear that the children's English skills advanced at a greater rate than their Spanish skills. The word naming task was a useful indicator of how the children's Spanish skills are developing. The Spanish vocabulary of the youngest children was most intimately tied to the home domain, whereas the older children seemed to have expanded their Spanish lexical knowledge to other domains. It is likely that the children's skills in Spanish are broadened in the school through instruction in Spanish in the bilingual program.

With respect to language use, the English language clearly dominated the children's lives in all settings. However, it appeared that relatively more Spanish was used in conversation with members of older generations (e.g., grandparents and parents) than with siblings.

In connection with the second goal—investigation of the adequacy of instruments for measuring bilingualism—several issues were specifically considered. One dealt with the consistency with which children of different ages responded

to the same language background questions on two occasions. The data revealed no response agreement among the youngest children, whereas the older children tended to be more consistent in their answers from one interview to the next. Accordingly, use of rating scales at least for very young children seems of doubtful value.

Secondly, the study analyzed the extent to which the three performance tasks measured the same language skills. Correlational analysis yielded a high degree of interdependence among the tasks justifying the conclusion that they did assess the same language abilities.

A third methodological issue concerned the extent to which ratings of language skills are predictable from ratings of language use obtained from the teachers and the children. While the relationship was relatively stronger for the teacher ratings than for the children's self-ratings, in neither case were language use ratings adequate predictors of language skill ratings. It cannot, therefore, safely be assumed that children who are said to use Spanish are also thought competent in that language, even by persons engaged in the reporting process.

Finally, the study considered how well the language skill ratings and how well the language use ratings could predict the performance of the children on the three tasks. Only a few of the language use ratings were found to be predictive of the three tasks. Of the language skill ratings, those by the trained interviewers were observed to be the best predictors of the tasks. The teacher assessments were moderately well related to task performance and the children's self-ratings least so.

The conclusion of this dissertation discusses the significance of these findings for bilingual education programs and suggests further areas of substantive and methodological investigation.

Order No. 77-16,122, 200 pages.

AN EXPERIMENTAL ANALYSIS OF BILINGUAL SYNTAX SPONTANEOUS PRODUCTION MEASURES

SANCHEZ, Clarence Henry, Ph.D.
Washington State University, 1977

Chairperson: Toshio Akamine

The purpose of this study was to examine the effect of administering the Spanish version of the Bilingual Syntax Measure (BSM) prior to the administration of the English version upon the performance of the linguistically different children

on the English version, and to examine the extent to which the ethnicity of the examiner influences the subjects' performance on the English version of the Bilingual Syntax Measure.

A sample of 84 Spanish-surnamed and Spanish-speaking first-graders in Othello, Washington were randomly selected and assigned to bilingual Anglo-American and bilingual Mexican-American examiners. Half of the sample were given the English version of the BSM first and the Spanish version second, while the other half received the same two versions in the reverse order.

Five hypotheses were formulated concerning: (a) the effect of the order in which the Spanish and English versions were administered, (b) the effect of the ethnic identity of the examiner, (c) the effect of the apparent Anglo-American physical characteristics of a bilingual Mexican-American examiner, as compared with bilingual Anglo-American examiners, (d) the effect of the apparent Anglo-American physical characteristics of a bilingual Mexican-American examiner as compared with other bilingual Mexican-American examiners, and (e) the effect of the ethnic identity of the bilingual examiner upon the hierarchy level assignment based on the English version test scores.

The two-way analysis of variance was used on all hypotheses except the last one for which the chi-square test was used.

A significant difference was found regarding the order in which the Spanish and English versions were administered. The subjects performed consistently higher when the English version was administered after the Spanish version.

The subjects performed significantly better when the test was administered by a bilingual Mexican-American examiner rather than a bilingual Anglo-American examiner.

The subjects performed significantly better when tested by examiners who were typically Mexican-American in appearance.

The subjects were assigned significantly higher hierarchy levels of spontaneous English production when tested by bilingual Mexican-American examiners.

The study presents evidence that testing of the linguistically different children should ideally involve examiners of similar ethnic backgrounds and the use of the students native language in the test setting.

Order no. 77-25,793, 67 pages.

DETERMINING A LANGUAGE DISORDER IN A BILINGUAL-SPANISH-ENGLISH POPULATION

WYSZEWIANSKI-LANGDON, Henriette, Ed.D.
Boston University School of Education, 1977

Major Professor: Paula Menyuk

In an attempt to determine the nature of the language deficit in a bilingual Spanish-English speaking group of children who were considered language disordered, a series of six tasks were administered. The tasks included: articulation in words and in connected speech; auditory discrimination; sentence comprehension; sentence repetition and sentence expression. Two groups of 25 children of Puerto Rican descent formed the population. The subjects were matched for age (6 to 8 years), socioeconomic status, intellectual capacity, number of years spent in the mainland of the United States and school experience.

Although there were variations within groups, some generalizations were possible for each group. The differentiation between groups was more evident in the quantity of errors than in the types of errors in most of the tasks and in the two languages. Both groups performed better in Spanish than English on all tasks. However, there were significant differences between the groups in the mean percentage of errors on almost all tasks in both languages in favor of the normally developing group. The language-disordered group could be characterized by the following features: (1) the group made significantly more errors in each task and language except for auditory discrimination in English; (2) its performance was less consistent across tasks; (3) it showed lower language skills in Spanish than any of the two languages compared to the normally developing group; (4) its performance on receptive-type tasks was equally poor in both English and Spanish; (5) it evidenced difficulty in performing tasks which required various processing strategies, this being sometimes more evident in Spanish than English; and (6) it had difficulty benefiting from a language model as evidenced in one of the articulation tasks. Some of the characteristics described have also been found in monolingual English language disordered children. This study indicates that these children have language disabilities not only in the second language, but also in their native language, Spanish. Following a discussion of the results, suggestions for therapeutic intervention and future development of assessment techniques and research are presented.

Order No. 7732790, 303 pp.

THE DEVELOPMENT AND APPLICATION OF A THEORETICAL MODEL FOR THE EVALUATION AND SELECTION OF STANDARDIZED ACHIEVEMENT TESTS FOR USE IN SPANISH-ENGLISH BILINGUAL EDUCATION PROGRAMS

LEOS, Robert Homer, Ph.D.
The University of Texas at Austin, 1978.

Supervisors: Martin L. Tombari,
John G. Bordie

Although federal support over the last decade has been beneficial in increasing the number of students served by bilingual education, a 1976 report to the President from the Commissioner of Education cites a serious lack of evidence which demonstrates the effectiveness of a bilingual instructional approach. The Commissioner concluded that existing research on the effectiveness of these programs is fraught with methodological inadequacies. The most important of such inadequacies are the inappropriate selection of evaluation instruments and differences in student and program characteristics which are not taken into consideration in the evaluations. Since programs differ from district to district (and often from classroom to classroom), and since the students in the programs are not homogeneous, the selection of instruments to measure the effects of the programs must be accomplished with this in mind.

This study involved the development and application of a test evaluation model which takes not only the psychometric qualities of the test into consideration, but also the student and program characteristics of the context in which it is to be used.

The subjects were 30 principals, teachers, consultants, and evaluators involved in bilingual education programs. Each subject was asked to evaluate two widely used standardized achievement tests for use in two different bilingual education programs (described to them in detail) using the set of criteria developed for this study.

The data analysis determined the significance of the differences in the evaluations of the two tests for use in a single project as well as the differences in the evaluations of each test between projects. In addition, an item analysis yielded an estimate of reliability based on the internal consistency of the items.

The results of the study showed that the subjects were able to effectively use the test evaluation criteria to evaluate the achievement tests for use in markedly different contexts. The analysis of variance determined the extent to which the evaluations varied based on the characteristics of the programs in which the tests were to be used. The estimate of reliability (coefficient alpha) indicates that the items applied in the test evaluations have a satisfactory level of internal consistency.

The most significant aspect of the study is that it represents an initial effort to provide an effective method of test evaluation by actually applying the criteria to determine their reliability and validity in a bilingual education context.

Order No. 7910986, 152 pp.

THE LANGUAGE IN A SPANISH BILINGUAL READING CLASSROOM—A DISCOURSE ANALYSIS

ARCE-TORRES, Edgardo, Ph.D.
Stanford University, 1979

The main purposes of this dissertation were (1) describe the Free- and Bound-Teaching Exchange discourse categories in the Spanish reading classrooms within the context of a Bilingual Education program serving high enrollments of non-English speaking students of under-achieving linguistic minority students, and on the basis of this description, (2) to assess the differences between teachers divided into High (HI) and Low (LO) proficiency groups on the basis of their scores on the Spanish Proficiency Test, a subtest of the *CERAS Teachers Tests for Spanish/English Bilingual Education.* The principle hypothesis to be tested is that there are differences in the Free- and Bound-Teaching Exchange discourse categories of the teachers of the HI and LO score groups. Further questions were addressed which focused on the relationships between the teachers' characteristics, the discourse, and the students' Spanish reading ability scores.

The subjects were teachers and students in second, third, and fourth grade Spanish reading classrooms that were located in urban/suburban settings in the greater San Francisco Bay Area, and were part of special programs funded by both state and federal monies to serve the needs of the non-English dominant student. The data consist of two sets of 30-minute video-tapes of the Spanish reading classrooms. Verbatim transcriptions of the classroom discourse was made from audio portion of the video-tapes.

The transcripts were analyzed using the Discourse Analysis System of Sinclair and Coulthard (1975), specifically the Free- and Bound-Teaching Exchanges—*Teacher Inform, Teacher Elicit, Teacher Direct, Pupil Inform, Pupil Elicit, Teacher Check, Re-initiation I; Re-initiation 2; List, and Repeat.*

The main findings of the study indicate that teachers are differentiated in their amount of discourse by their scores on the Spanish Proficiency Test. That is, the HI score group of teachers produced more discourse than the LO score group of teachers.

One of the most important findings was that the HI Proficiency score group of teachers made less Spanish grammatical errors than the LO Proficiency score

group. Correlational analysis also showed that there was a strong negative relationship between the amount of Spanish grammatical errors committed by teachers and student Spanish reading ability scores. The teachers who committed more Spanish grammatical errors had students with lower Spanish reading ability scores.

The findings of this study indicate that language proficiency tests used for in-service and pre-service training of Bilingual/Bicultural teachers, such as the one used in this study, can be used to differentiate teachers on their language use (discourse) and their grammar.

Order No. 8006286, 137 pp.

A STUDY OF THE ASSESSMENT OF LANGUAGE DOMINANCE AND BILINGUAL EDUCATION

BARNETT-GARCÍA, Nancy C., Ph.D.
The University of Rochester, 1979

The first objective is to determine the reliability and validity of the Language Assignment Umpire (L.A.U.) language dominance test. This instrument measures language dominance through four language-related tasks: sentence repetition, synonyms, antonyms, and digit-reversal. The second objective is to determine, from L.A.U. results and other language data, the effectiveness of the Rochester (New York) bilingual program in improving the English and Spanish skills of its participants. The performance of bilingual students in synonym formation and digit-reversal tasks is of special interest with regard to substantiating earlier research about bilingual proficiency in these skills.

In 1978, 126 students (all bilingual to varying degrees) were given the L.A.U. They also completed a questionnaire regarding language usage in domains outside of school. Students in Group A (fourth-, fifth-, and sixth-graders) were enrolled in the bilingual program. Experimental Group B included 32 seventh- and eighth-grade Spanish-speaking students who had received at least five years of bilingual instruction. Control Group C included 32 Spanish-speaking students in the seventh and eighth grades who had received at least five years of traditional instruction in English. The testing of Group C was taped and scored, then rescored by the other two raters involved in the testing. Twenty-three students from Group A were retested six months later. All statistical data were derived by computer analysis (SPSS). The linguistic analysis of the test examined lexical difficulty and counts of phonemes, syllables, words, and morphemes. The sentence repetition items were studied for syntactic complexity.

It was found that the L.A.U. is a reasonably reliable testing instrument. Although the L.A.U. was not designed to measure language proficiency, its validity

was determined for both its ability to identify language dominance and its ability to measure proficiency in the two languages. Correlations with external criteria (the Metropolitan Achievement Test and the Language Assessment Battery) demonstrate that the L.A.U. accurately measures the English proficiency of students who scored either very well or very poorly. L.A.U. student scores in the middle range appear to be inflated. In addition, as student age increases, the validity of the English section decreases. The methods used in constructing the Spanish section appear valid. However, the items used in this section are more difficult. There is also greater syntactic difficulty in the Spanish sentence-repetition items. These observations lead to the conclusion that, in the form used at the time of this field-testing, the English and Spanish sections were not comparable for purposes of identifying language dominance.

Results from the group comparison study indicate that Hispanic students educated bilingually do not perform as well in English as Hispanic students educated in English, and that all Hispanic students are performing slightly below monolingual English-speaking students. As expected, the L.A.U. English synonym task was the part that created the most difficulty for Group B students. Group B students scored higher on the digit-reversal task in both Spanish and English, which substantiated earlier evidence that bilinguality enhances ability in computational skills. Group B students scored significantly higher than Group C students on the Spanish section of the L.A.U.

This study is limited to linguistic effects; that is, the academic skills of the two groups were not compared. However, since language skills are basic to success in every area of education, bilingual education can be beneficial in several respects. The digit-reversal evidence suggests that bilingual education offers extra-linguistic benefits. The results of this study point both to the need for placing greater emphasis on improving the English skills of Hispanic students and also to some linguistic advantages of bilingual education.

Order No. 7922918, 208 pp.

THE PERFORMANCE OF BILINGUAL CHILDREN ON THE SPANISH STANDARDIZED ILLINOIS TEST OF PSYCHO–LINGUISTIC ABILITIES

McCALL-PEREZ, Frederick Clancy, Ph.D.
The University of Arizona, 1979

Director: Jeanne M. McCarthy

The purpose of this investigation was to determine if bilingual children score significantly higher on a testing instrument normed in Spanish or an English translation of the same test. Twenty-six kindergarten and 28 second grade children enrolled in school in a California community were tested on the Illinois Test of Psycholinguistic Abilities standardized on a monolingual Hispanic population and its English translation. All children were Spanish-American and reported that Spanish was spoken in their homes; all were in bilingual programs identified by teacher judgment as "bilingual." Twenty-eight percent of the subjects were from middle socioeconomic status families and 72 percent were from lower socioeconomic status families.

In testing these subjects on the Spanish standardized ITPA and its translation, the split-half method was used. Half of the children at each grade level were tested first in Spanish and then tested within four days in English. The other half of the subjects were tested in English first and the Spanish test was administered within four days.

The results of this study were:

1. Bilingual children scored as well or better on the English translation of the Spanish ITPA. The kindergarten children scored significantly higher on the English translation on two of the ten subtests. The second grade children scored significantly higher on the English translation on four of the ten subtests and on the total score.

2. The differences between the performance of the children on the English and Spanish tests appeared to be primarily on tests in the auditory-vocal channel rather than on tests in the visual motor channel.

3. Mean deviation scores were calculated for all subjects as a possible criterion of a specific learning disability. At the kindergarten level this criterion identified two children on the English translation and none on the Spanish version. At the second grade level, however, this criterion selected six children when the Spanish version was used, but only one when the English translation was used. In other words, by second grade there were more children with wide discrepancies of scores on the Spanish version.

4. The Hayward sample tested lower than the monolingual standardization sample, but similar to the bilingual Tucson-San Diego sample.

It would be emphasized that the results of this study apply only to the sample of bilingual Hispanic children from a bay area city, and they should not be generalized to Hispanic bilingual children whose Spanish is dominant. They should not be generalized to bilingual children who are significantly more fluent in Spanish.

Order No. 7918260, 96 pp.

ORAL LANGUAGE GAINS IN A FRENCH-ENGLISH BILINGUAL EDUCATION PROGRAM IN IBERIA PARISH (LOUISIANA) AS MEASURED BY A REPETITION INSTRUMENT

RICHARD, Lawrence Louis, Ph.D.
The University of Texas at Austin, 1979

Supervisor: Thomas D. Horn

The study consists of the administration of a pretest and a posttest using the Gloria and David English-French Test, a repetition-type instrument, to a group of 150 rural first and second graders in Iberia Parish Schools (Louisiana). The experimental group consisted of 100 of the children participating in the first year of the school district's bilingual education program; the 50 children constituting the control group did not participate in the program. Test results were computed with a one-between one-within analysis of variance. Scores of first and second graders were analyzed separately.

Results showed that the children were able to repeat most of the 25 English sentences with little difficulty, whereas they were by and large unable to understand or repeat the sentences of the French test. Their performance on the English test was scored on their ability to repeat nine variables, either phonological or morphological features. Among first graders, significant differences occurred on six of the variables from pretest to posttest. No significant differences occurred between groups. Among second graders, significant differences from pretest to posttest occurred only on two variables; and, on one of these, there was a significant difference between performances of the groups. Performance on the French test was scored on one variable: ability to repeat individual words. There were significant differences in performance from pretest to posttest and also between groups at both grade levels.

Based on conclusions drawn from the above data, certain limitations of the Gloria and David Test are pointed out and possible directions for modification are briefly identified.

Order No. 7920197, 142 pp.

INTELLIGENCE

EXAMINER EFFECTS ON THE TESTING OF MEXICAN-AMERICAN BILINGUAL CHILDREN IN THE EARLY ELEMENTARY GRADES

MORALES, Edward S., Ph.D.
Texas Tech University, 1976

Chairman: Dr. Clay George

Studies investigating the effects of the examiner variable during individually administered tests were in disagreement with regard to the effects of bilingual and monolingual examiners. It appeared that the effects of bilingual and monolingual examiners on performance type measures was an undetermined empirical question. Traditionally IQ tests have been the better predictors of academic success. However, Anastasi (1971) noted that IQ tests could be regarded as being reflective of prior educational achievement and an estimate of English language abilities. One could assume that correct and proficient English language skills are the better estimators of academic achievement. The bilingual person is at a great disadvantage unless an intervention program exists which promotes the development of the necessary English verbal skills. The purposes of this study were to investigate the effects of different examiners on individually administered tests and to determine the predictive validity of certain tests with regard to the academic performance level of bilingual Mexican-American children. The hypotheses examined were: (1) Test scores on the Performance section of the WISC-R and the Test of Grammatical Closure will not be significantly higher for those bilingual Mexican-American children tested by a Spanish and English speaking tester as compared with an English speaking tester. (2) The English Language scores on the California Achievement Test will be better predictors of the academic performance level of the Mexican-American children. (3) Individual differences on the measured levels of Spanish and English proficiency as measured by the Screening Test of Spanish Grammar (STSG) and the Test of Grammatical Closure will be predictive of the academic performance level among Mexican-American bilingual children. (4) Scores on the performance section of the WISC-R will predict the academic level of the Mexican-American bilingual children. (5) Family background in terms of the number of persons living at home, the number of children, and the educational level of the parents, as well as the teacher's perception of the student and family, will predict the academic performance level of the Mexican-American children.

Subjects for the study were obtained from the first through third grades of the Roosevelt and Cooper school districts near the city of Lubbock. All children were Mexican-American, spoke both Spanish and English, and were not diagnosed as mentally retarded or having a learning disability. The performance

section of the Revised Wechsler Intelligence Scale for Children (WISC-R) and the Test of Grammatical Closure (GC) were administered under four different examiner conditions varying the language spoken by the examiner, monolingual versus bilingual examiners, and the examiner's sex, male and female. The other tests administered were the California Achievement Test (CAT) and the Screening Test of Spanish Grammar (STSG). Parental and Teacher questionnaires were also administered to attempt to identify family and teacher rating variables that predict the academic performance level of Mexican-American children.

The results showed significant differences on both the PIQ and GC scores for the monolingual and bilingual examiner conditions, but not for the condition of examiner's sex. Correlational and stepwise regression analyses showed the CAT, PIQ, and the Expressive section of the STSG to significantly account for at most 41% of the variance. The teacher questionnaire showed the amount of participation in class and not speaking Spanish in class to be significantly correlated with academic performance and accounted for at most 36% of the variance. Family demographic variables accounted for at most 18% of the variance.

Differences in the performance levels as a function of varying examiner conditions emphasized the importance of the examiner variable in assessing bilingual Mexican-American children. Diagnosticians should exercise extreme caution when interpreting results from individually administered tests. Although both the monolingual and bilingual conditions tended to predict academic performance equally well, there may be qualitative differences within the test situation that may be associated with each examiner condition. Variations in the level of the children's arousal may be a factor evident in the different examiner conditions. Future research investigating qualitative interactive variables during test administration and qualitative methods for assessment was encouraged.

Order No. 77-16,035, 106 pages.

THE APPROPRIATENESS OF THE INTER-AMERICAN TESTS OF GENERAL ABILITY AS USED IN SELECTED TITLE SEVEN BILINGUAL-BICULTURAL PROGRAMS

GARZA, Maria Luisa Rascon, Ed.D.
Texas A & I University, 1978

Adviser: M. Paul Barlow, Ed.D.

PURPOSE OF THE STUDY

The purposes of this study were to (1) investigate the appropriateness of the *Inter-American Tests of General Ability* as used in selected South Texas bilingual/

bicultural programs, and (2) seek to establish useful normative data for the *Inter-American Tests of General Ability* which might be more appropriate to the local South Texas Schools than those made available to them by the test publishers.

The achievement of the purposes of this study involved the determination of both validity and reliability information as well as item analysis when possible. In addition, localized normative information was established. Two and three variable regression equations for the purpose of test score predictions were determined.

SUMMARY

Six separate hypotheses were established for the purpose of pursuing the various facets of this investigation. Hypothesis I. The Inter-American Tests of General Ability is a reliable instrument.

The available data of the I-ATGA that was processed was found to have considerable consistency, yielding the same type of results in post-testing situations as was yielded in the pre-testing.

Hypothesis II. The I-ATGA is a valid instrument.

The I-ATGA correlated significantly with the MRT at the First Grade Level and in both languages. Highest coefficients were obtained for the total MRT/A-ATGA correlations.

Hypothesis III. The degree of difficulty of the test item of the I-ATGA are adequate for the grade level for which they are used.

Most of the items on each form and in each language version were found to present very little difficulty for the pupils who were listed. Difficulty indices ranged from 0.00 to 1.00.

Hypothesis IV. The test items of the I-ATGA contain adequate discriminatory power.

On the surface, it may appear that the I-ATGA might lack the ability as an instrument to sort out those who score highly and those who do not insofar as the individual test item is concerned.

Hypothesis V. Predictive regression formulas can be determined predicting the degree of achievement for Fall scores to Spring scores.

Hypothesis VI. Usable normative data can be developed for each school district using the I-ATGA.

Hypotheses V and VI were not tested in the usual sense. The presentation of those data in appendixes E and F constitute proper consideration of these hypotheses.

Order No. 8003350, 156 pp.

III. LANGUAGE

ACQUISITION AND DEVELOPMENT

PROBLEMS IN THE DEVELOPMENTAL PSYCHOLINGUISTICS OF BILINGUALISM: LANGUAGE ACQUISITION AND LANGUAGE USE

BERGMAN, Coral Rhodes, Ph.D.
University of California, San Diego, 1977

Co-Chairmen: Professor Sanford S. Schane
Professor Margaret Langdon

This study examines three aspects of the acquisition of bilingualism by infants and young children: (1) Characteristics of the earliest speech period are seen as indicative of the child's early separation of the languages presented, leading to independent development of each. (2) The speech of a three-year-old who uses a mixed code is examined and compared with that of a three-year-old who strictly separates language according to interlocutor. It is determined that use of a mixed code does not constitute evidence for failure to differentiate between the two languages. The syntactic competence of the two children is similar. It is in the sociolinguistic use of language that they differ. (3) Finally, several children of the three- and four-year-old age group are examined in terms of their acquisition of registers. The interaction of role register, and language as seen in their play is discussed.

The acquisition of two languages is seen as a special case of child language acquisition and is looked at in terms of an overall theory of developmental psycholinguistics. The model presented is one in which separation of the two languages may occur in the earliest linguistic period. Arguments are given against a model in which the child first attempts to form a single hybrid language and then only gradually differentiates the two.

Through examination of the ways in which young children use language in speech situations, it is shown that acquisition of bilingualism adds not simply one dimension to the child's linguistic competence, but rather increases multidimensionally the relations which a child may express, either overtly through use of sentences of a given language or covertly through the choice of speech style or register in either language in any given speech situation.

At the same time, by showing that bilingual children are capable of cognitively complex behavior at a very young age, it is indicated that the developing child

may have the cognitive capacity to do much more with language much earlier than he has been credited with.

Order No. 7732793, 268 pp.

COMMUNICATIVE COMPETENCE AMONG CHILDREN IN A BILINGUAL SCHOOL ENVIRONMENT (K-3)

WEININGER, Jane Carpenter Grant, Ph.D.
The University of Texas at Austin, 1977.

Supervisor: Aaron Bar-Adon

This study was undertaken to describe the communicative competence of children in a bilingual environment in kindergarten through third grade in the Spanish-English bilingual classes of the Austin Independent School District. The participant/observer method of data collecting was employed, in which I attempted to remain as inconspicuous as possible. I used a hidden tape recorder to better record situations of natural interaction among children. Although exchanges between adults and the children were on occasion cited, most of the material came from child-to-child communications.

The realization which became strikingly apparent is that most of the interaction occurring on the playground deals with the social uses of aggression. In the lower grades, and among younger children in general, aggression is often physical. As the children become more sophisticated, the aggression becomes verbal. In all cases the objective is the same—the creation and maintenance of a social order in the peer group.

At the same time the children are refining their language capabilities. Syntactic deviations were found to follow the expected sequences of development and type. The fact that they are exposed to and learning more than one language does not appear to have affected the types of deviations and miscommunications.

By the time these children enter kindergarten they are well aware of the psychological and social customs of their culture, that is, the child culture. A knowledge of children's lore, the games, rhymes, riddles, etc., of their age was observed to foster increased interaction. Aggression is a constant, and verbal power-plays are inextricably intertwined in the functioning of children's lore.

The examples of children's lore indicate that it is used in two manners. First, it is a traditional tool for creating and maintaining hierarchies among the children. Certain forms, e.g., taunt rhythms and dominance displays, elicit predictable responses. Second, lore provides a frame in which submissive children can open and continue interaction with domineering children. They interact in a

frame which cuts across peer group rankings, offering a wider spectrum of experiences to both participants.

If items of children's lore were introduced in the curricula of bilingual programs, children with differing language dominances could have license to mingle with children with whom they might otherwise not have the opportunity to interact. These findings have positive implications not only for bilingual programs but also for understanding general interaction on the playground.

Order No. 7807405, 240 pp.

A COMPARISON OF ENGLISH AND SPANISH SYNTACTIC LANGUAGE DEVELOPMENT IN YOUNG SPANISH SPEAKING MEXICAN-AMERICANS IN MAINTENANCE BILINGUAL-BICULTURAL AND PULL-OUT ESL PROGRAMS

ESCAMILLA, Manuel, Ph.D.
University of Kansas, 1978.

The purpose of this study was to investigate if a relationship existed between Spanish and English syntactic language development of young Spanish speaking Mexican-American children involved in maintenance bilingual-bicultural programs and pull-out ESL programs. The study focused on the (1) rate of English language acquisition in a maintenance bilingual-bicultural program, and in a pull-out ESL program; (2) effect of possessed syntactic skills in Spanish on the acquisition of English language skills; (3) effect of simultaneous two language development on English language development; (4) effect of simultaneous two language development on Spanish language development; (5) effect of a pull-out ESL program and a maintenance bilingual-bicultural program on Spanish language development and; (6) effect of a pull-out ESL program and a maintenance bilingual-bicultural program on English language development.

Using the descriptive survey design, data were collected from 100 first grade children attending four elementary schools in West Los Angeles County which operated both maintenance bilingual-bicultural and pull-out ESL programs. The Bilingual Syntax Measure English and Spanish tests were administered to the students on a pre and post test basis. These tests measured English and Spanish dominance. The Home Survey Questionnaire was developed to obtain demographic information. t Tests were applied to the data to discover statistically significant differences.

The study revealed that: (1) There is no significant group difference between

first grade children in maintenance bilingual-bicultural and pull-out ESL programs in English language development. (2) There is no significant group difference between first grade children in maintenance bilingual-bicultural and pull-out ESL programs in Spanish language development. (3) Significant gains were made in Spanish language development by the stronger subjects in both programs. (4) No significant gains in Spanish language development were made by the weaker subjects in both programs. (5) Significant gains were made in English language development by the stronger subjects in both programs. (6) Significant gains were also made in English language development by the weaker subjects in both programs.

The major conclusions were as follows: (1) Learning two languages simultaneously as in a maintenance bilingual-bicultural program does not retard the development of language skills in English. (2) Exposure to one type of program does not facilitate English language development more than another program. (3) Exposure to one type of program does not facilitate Spanish language development more than another program. (4) Proficiency in one language facilitates the acquisition of a second language.

Selected recommendations were as follows: (1) Replication of this type of study in other geographical areas and grade levels. (2) Construction of language assessment instruments which are valid and reliable and which more precisely determine language abilities and proficiency. (3) Development of better quality materials for developing language skills. (4) That further studies be conducted to: (a) determine rate at which English skills are acquired in non-English speaking and limited English speaking students in all types or school programs, (b) determine the influence that teacher, parent, and student attitudes have on the development of language skills in any language, (c) investigate the relationship of native language development to second language acquisition and, (d) compare and contrast maintenance bilingual-bicultural programs to pull-out ESL programs in other related areas such as student attitudes toward school and student achievement in each of these programs.

Order No. 7910596, 264 pp.

ORAL COMMUNICATION APPREHENSION IN BILINGUAL STUDENTS: A STUDY AT FOURTH, SIXTH, AND EIGHTH GRADES

MANALO, Ma. Monita Amador, Ph.D.
The University of Wisconsin–Madison, 1978

Supervisor: Professor John M. Kean

This study examines the oral communication apprehension of Spanish-speaking students in the two languages they speak: Spanish and English. This study is also concerned with the effects of bilingual program, grade level and sex on students' oral communication apprehension.

An instrument of Children's Attitudes Toward Oral Communication (CATOC) developed by Lustig (1975) was used in this study. This 25-item attitude inventory was designed to measure children's oral communication apprehension levels. A Spanish version of the CATOC Inventory, translated from Lustig's original English version was pilot-tested for appropriateness with bilingual Mexican-American students in two class situations.

Subjects consisted of 127 teacher-identified bilingual Mexican-American students at 4th, 6th, and 8th grades from four schools in central California. Two of these schools were designated bilingual and two were non-designated bilingual. The English and Spanish versions were administered to subjects at two testing sessions.

Data were analyzed by analysis of variance. The results of the study are: a) Subjects were more apprehensive in the Spanish than in the English version of the CATOC. b) There was a relationship between oral communication apprehension and grade level on the Spanish CATOC but not on the English CATOC. Subjects at the 4th and 6th grades showed higher apprehension than subjects at 8th grade on the Spanish CATOC. No significant differences were found by grade factor on the English CATOC. c) Subjects in a bilingual program were found to be more apprehensive toward oral communication than subjects who were not in a bilingual program. While the first did not differ significantly in apprehension in either English or Spanish, the second was more apprehensive than boys on the English CATOC but not on the Spanish CATOC. While girls did not differ significantly in their apprehension in either English or Spanish, boys showed a higher apprehension in Spanish than English.

The overall results of the study suggest that bilingual Spanish-speaking subjects tended to have a negative attitude toward oral communication when the native language was used than when the adopted language was used.

Order No. 7817121, 141 pp.

THE IDENTIFICATION OF THE COMPONENTS REQUISITE FOR THE TEACHING OF ENGLISH TO PRIMARY SCHOOL NAVAJO STUDENTS: GUIDELINES FOR ENGLISH AS A SECOND LANGUAGE IN NAVAJO/ENGLISH BILINGUAL EDUCATION

MURPHY, Barbara Jean, Ed.D.
University of Massachusetts, 1978

Director: Professor Masha K. Rudman

Bilingual education, emerging as a viable means of meeting the educational needs of Navajo children, is still in the process of formation: there are no precedents for the content of Navajo instruction, and controversy exists over the pedagogical principles involved in teaching English as a second langauge (ESL) to children. Guidelines for ESL instruction are applied, however, from recent research which strongly supports the notion that learning any language involves using it.

Specifically, the research offers evidence that second language learners intuitively construct the grammatical rules of the second language as they conceptualize with it. Moreover, their construction of grammar appears to follow a developmental progression. They work through, as it were, a number of logically consistent, but grammatically unacceptable, rules before they arrive at the accepted ones.

Second language learners must, of course, be exposed to the correct patterns of English in order to begin creatively hypothesizing syntactical rules. This factor applies not only to their acquisition of the patterns of language, it also applies to the manner in which they experience those patterns as they are employed in interpreting and responding to their social/linguistic environment.

When ESL is thus conceived, guidelines for teaching ESL to Navajo children recognize the necessity of providing for both the cognitive and affective aspects of language learning. If learning a second language involves an unconscious hypothesizing of rules from language information in the environment, then curriculum must be designed so that children have a great deal of guided and meaningful experiences in hearing and using English to explore the world about them.

These experiences, concerned with academic tasks, include the language of learning. And, because that language is inseparable from the language of living, ESL curriculum should provide many positive ways of exploring in English, from self-expression and social interaction to the heuristic language of logical investigation.

Children learning English in this way progress through developmental stages

of syntactical use as they learn. It is necessary that tests on the acquisition of academic skills must allow for this process of their second language development.

Instructional materials and teaching strategies, examined through the premises of the guidelines, provide teachers with both content and methodology which correlates with the notion that language learning involves an affective/cognitive, creative construction of syntax and its use.

Evaluation of the guidelines in terms of specific instructional goals can be achieved through noting student progress in syntactical development with informal diagnoses and with existing instruments designed for that purpose. Specific cognitive tasks can be measured through such devices as recorded teacher observations of student performance, informal Reading Miscue Inventories, and criterion referenced tests based on delineated instructional objectives.

The ESL component of Navajo/English bilingual education is constructed through guidelines based on sound theory and research. It only remains to implement it and evaluate it through comparative and longitudinal studies to measure worth in teaching English as a second linguistic tool for interpreting experience, a tool for living and learning in a multicultural world.

Order No. 7818027, 169 pp.

VERBAL INTERACTION BETWEEN BILINGUAL MOTHERS AND YOUNG CHILDREN: SIX CASE STUDIES

VINCENT, Anne Homan, Ph.D.
Texas Woman's University, 1978

Major Professor: Don R. Whitmore

The purpose of this research study was to provide observation of language development among young children of bilingual mothers. The study was conducted among three Mexican American middle income college educated bilingual mothers interacting with their young children ranging in age from 18 to 30 months and three Mexican American lower income bilingual mothers having other education with their young children ranging in age from 18 to 30 months. Language tapes were made and transcribed in order to provide data for analysis. The Inventory of Language Stimulation was administered and anecdotal records kept. Results of the study indicated that research mothers use two languages while interacting with their young children. Differences in educational backgrounds and SES factors were found to be present although differences in indi-

vidual mothers and their manner of interacting with their young children were found to be more significant in terms of the language environment of the young children.

Order No. 7815604, 146 pp.

VARIATION OF LANGUAGE USE IN THE LANGUAGE ACQUISITION OF BILINGUAL CHILDREN

WALTERS, Joel, Ed.D.
Boston University School of Education, 1978.

Major Professor: Bruce Fraser

This investigation deals with the social and pragmatic competence of bilingual children. It utilizes structural aspects of language (viz., the requesting strategies a speaker uses) as a window to social knowledge in the same way Vygotsky conceived of language as a window to the mind. The notion of a requesting strategy is defined by the semantic form (e.g., can, could, will, would, do).

The social knowledge of concern here centers on how children alter requesting strategies as a function of the context in which they are speaking. That context includes the setting and topic of conversation and a variety of participant characteristics (e.g., sex of speaker and age, sex and race of addressee). Specifically, the study examines whether (and the extent to which) children are more deferential to adults as compared with children, males and females, blacks and whites, and in which settings. In addition, the study asks whether bilingual children exhibit the same deference patterns in English as they do in Spanish.

The focus of the investigation on paragmatic competence suggests that variation of language use in general (and variation of request strategies in particular) may represent a viable alternative to current measures of language assessment. That variation is measured in the present study by the number of different request strategies a child uses. Bilingual communicative competence, then, is represented by a comparison of variation scores in the child's two languages.

Data were collected from 32 Puerto Rican bilingual children. Each child spoke to two of eight possible puppets (e.g., the old male white puppet and the young female black one) in each of four settings in English and in each of four settings in Spanish. The settings and topics used to elicit the requests in this experiment were:

1) Supermarket
   a. requesting to be shown rice and
   b. to get ahead in the checkout line;

2) Lunch Money
   a. requesting lunch money in the cafeteria and
   b. in the school office;
3) Outside at Play
   a. requesting to play in the addressee's yard and
   b. a ball to play with;
4) Outside Selling Cookies
   a. requesting that the addressee buy some cookies and
   b. sign a form.

The request strategies were submitted to native speakers in order to arrive at a continuum of deference. They numbered 14 in English and 12 in Spanish. Edwards' (1957) method of paired comparisons was implemented to arrive at the deference scale. This method provided both a rank order of the syntactic strategies from least to most deferential and measure of psychological distance between individual forms. The data were analyzed in a 5-way analysis of variance, where the deference of the request served as the dependent variable.

The comparison of children's requesting behavior in English and Spanish was examined through the distribution of requests on the deference scales and the amount of variation (number of different strategies) each child produced. That variation ability was correlated with the Peabody Picture Vocabulary Test.

The findings demonstrated that, for both English and Spanish, Puerto Rican children were significantly more deferential in talking to female puppets than in talking to male ones. Also, the supermarket and play settings elicited more deferential requests than the cookie contexts. Finally, in Spanish, children were more deferential to black puppets than to white ones.

In English request strategies tended to be distributed across the entire range while in Spanish they were more concentrated at the upper end of the deference scale. Children also tended to vary requests more in Spanish than they did in English. That variation did not correlate with scores on either the English or Spanish versions of the *Peabody Picture Vocabulary Test.*

Order No. 7905024, 192 Pp.

THE ORAL ENGLISH SYNTAX OF FIVE- AND SIX-YEAR-OLD BILINGUAL INDIAN CHILDREN IN MANITOBA

ARANA, Milton Eulogio, Ph.D.
Saint Louis University, 1979

The purpose of this study was to assess the oral English language development of 5- and 6-year-old bilingual Saulteaux Indian children in Manitoba, Canada.

Measures used included Developmental Sentence Scoring (DSS), the Peabody Picture Vocabulary Test (PPVT), an error analysis, and limited contrastive analysis.

The sample consisted of 30 5-year-olds and 30 6-year-olds randomly selected from four Federal Indian schools in the Interlake area of Manitoba. Both age groups were equally divided on the basis of sex. Language samples were obtained by asking each child to tell two well-known children's stories using picture-books as guides. Each child's speech sample was tape-recorded, transcribed and analyzed. Each child was also tested with the PPVT, a measure of receptive vocabulary.

A corpus of 50 sentences was selected from each child's output and entered on the DSS scoring chart. This yielded a DSS score for each child. The 50 sentences were also subjected to an error analysis. Apart from a tabulation and frequency count of error types, an error index was obtained by dividing total errors by 50 for each subject. The two stories themselves were translated into Saulteaux to make possible limited contrastive analysis.

A 2 X 2 factorial design with sex and age as the independent variables was utilized in this study. The dependent variables were the DSS score, the PPVT score, and the error index. For each dependent variable a 2 X 2 factorial ANOVA was run.

The major findings were: (1) The mean DSS Score of the 5-year-olds (6.93) was higher than that of the 6-year-olds (6.45) but the difference was not statistically significant. (2) The 5-year-olds achieved higher scores than the 6-year-olds on all DSS grammatical categories except Indefinite Pronouns, Conjunctions, and Interrogative Reversals. Since Main Verbs, Conjunctions, and Indefinite Pronouns, in that order, are the grammatical categories that discriminate best between adjacent age groups, the 6-year-olds showed greater linguistic maturity by scoring higher on two of these three. (3) The 5-year-olds had a higher mean PPVT score than the 6-year-olds, the difference approaching significance at .065. (4) The 5-year-olds had a lower mean error rate than the 6-year-olds but the difference was not statistically significant. (5) Female subjects had a lower mean error rate than male subjects, the difference being statistically significant at the .05 level. (6) Error types were quite consistent, being, in order, incorrect use of pronouns, of verbs, especially the simple past tense, omission of forms of "be," "have," and infinitive "to," incorrect use of or omission of preposition, and lack of concord.

The assumption that children acquire language at widely varying rates appears to be justified. The older children did not show clear superiority over the younger group although they spoke much more readily. Even though these children scored at the 10th percentile of DSS norms for normal white middle-class American children, they can still be considered to have done remarkably well considering the factors of isolation, racial and cultural differences, and bilingualism.

Order No. 7923807, 98 pp.

MULTIPLE MEASURES OF SECOND LANGUAGE ACQUISITION AMONG HISPANIC CHILDREN IN A BILINGUAL PROGRAM

COOLEY, Hiram William, Ph.D.
The University of Wisconsin-Madison, 1979

Supervisor: Professor Robert E. Davidson

Bilingual/bidialectal Hispanic children from subcultural minorities show a measured cumulative deficit in educational tests. Bilingual education has been advocated by its proponents as overcoming the problems such children experience. This study sought to examine bilingual language acquisition among linguistically divergent children using four methods to do this: psychological testing, sociolinguistic interviews, observation and ethnography.

The testing results suggest that a drop may exist in measured reading competence when children are introduced to a second language. Interview data reflected clearly that the language spoken in the home is an important variable to take into account when studying language behavior of bilingual children. Both the role of the interactant and the language dominance of the child were significantly related to the proportion of Spanish spoken by these children.

Order No. 7921551, 211 Pp.

THE EFFECTS OF DOMAIN OF USAGE AND AGE ON BILINGUAL PROFICIENCY

MARTIN, Martha Keith, Ph.D.
East Texas State University, 1979

Adviser: J. Monroe Lanmon

PURPOSE OF THE STUDY

The study was conducted to investigate the effects of age and social domains of language usage on bilingual proficiency. Using a word naming fluency task as a measure of bilingual proficiency, comparisons were made among two age groups of bilingual Mexican-American school children, the English and Spanish lexicons, and three domains of language usage: home, a neighborhood, and school.

PROCEDURE

A total of 30 subjects was randomly selected from a population of English- and Spanish-speaking Mexican-American school children in a large city school district who were referred for psychological and educational evaluation. Subjects were assigned to one of two groups on the basis of age: 6 years to 8 years, 11 months and 9 years to 11 years, 11 months. All subjects were administered a word naming fluency task which required that they name as many English and Spanish words as they could within a one-minute time period in the domains of home, neighborhood, and school. Instructions were given in both languages before the task was begun, and both lexicon and domain were counterbalanced in order of presentation. The task was administered and scored by native Spanish-speaking bilingual Associate School Psychologists.

FINDINGS

No significant effects of age on the proficiency measure were observed, although a trend toward increasing fluency with age was noted. For the entire sample, there was a significant difference between proficiency in English and Spanish and between proficiency levels in the three social domains. The children were significantly more fluent and proficient in English than in Spanish, and significantly more fluent in the home and school domains than in the neighborhood domain. Although no statistically significant interaction between lexicon and domain appeared, there was a marked trend toward increasing English dominance in the neighborhood and school domains, while essentially balanced bilingualism was observed in the home domain.

CONCLUSIONS

The study is supportive of the theory that bilingual proficiency measures will vary according to social domains of usage. The failure to find significant increases in proficiency with age may be related to the referral status of the subjects, or to the nature of the word-naming task, which required conceptual categorization of words as opposed to free association word naming. Further investigation of word naming by contextual grouping, social acculturation factors, and social competencies of referred students is suggested.

Order No. 8000011, 66 pp.

THE ACQUISITION OF ENGLISH AND SPANISH GRAMMATICAL MORPHEMES BY BILINGUAL PUERTO RICAN CHILDREN

NUNEZ-WORMACK, Elsa Maria, Ed.D.
Rutgers University
The State University of New Jersey (New Brunswick), 1979

Co-Chairpersons: Marjorie Arnold
Ricardo Otheguy

The acquisition of Spanish and English grammatical morphemes by bilingual Puerto Rican children was tested in this study. Twelve hypotheses were proposed which fell into two major groups. First, the hypotheses stated that the morphemes which were more cognitively or grammatically complex would be acquired last. Second, the hypotheses stated that the final [s] would cause a point of interference in acquiring English since it undergoes different treatment in Spanish.

Three groups of 20 children, 10 males and 10 females, were given a nonsense word-grammatical morpheme test. There were a total of 14 grammatical items tested, which the children were required to produce, recognize and correct. Three tasks were administered to each subject: first in Spanish and then in English.

An analysis of variance was used to test the hypotheses. Several results were significant. The acquisition of verb grammatical morphemes in Spanish and in English improved with age and grade. However, the future tense in Spanish presented an interesting pattern of acquisition. In ranking or ordering the tenses, it was found that children's correct responses were ordered as follows: future, present, past conditional. This could be explained, at least in part, by the theory of language complexity. The acquisition of English third person singular and English possessive posed special problems for the bilingual children. The data suggested that these grammatical morphemes were not acquired until after the age of eight. In comparing them to other morphemes acquired in both English and Spanish, they were the latest to be acquired and did not improve with age.

Order No. 8000872, 148 pp.

CONCEPT AND DEVELOPMENT

RELATION OF EARLY BILINGUAL INSTRUCTION TO DIVERGENT THINKING

CHAMPLAIN, Dorothy Jeanne, Ph.D.
The Florida State University, 1977

Major Professor: Dr. Belen Collantes Mills

In an increasingly pluralistic society, second-language acquisition is often a required task or desired skill. While the practice of instructing young children through another language as well as their native tongue has had a tradition since classical times, it was only with the increasing prominence of the social sciences and the advent of psychometry that this linguistic condition became an object of inquiry. Early research dealt with mental effects while current interest pursues the essence of these effects, the bilingual quid.

This study was initiated to determine if the early introduction of foreign language instruction in a dual medium equal maintenance bilingual program was related to differences in performance between bilingual and monolingual subjects on tests of divergent thinking involving fluency, flexibility, and originality.

The supportive theory was that the fluent and literate acquisition of another language would augment the acuity of language as a medium of expression and that relating to two cultures would engender a more faceted or objective perspective.

Subjects were 161 fourth- and sixth-grade students in a bilingual school, and 187 fourth- and sixth-grade students in monolingual schools, similar on variables of age, sex, ability, and socioeconomic profile. Performance was in the bilinguals' second language.

Instruments used were the Torrance Tests of Creative Thinking, figural and verbal batteries, and the Sequential Tests of Educational Progress, Reading. Mean differences between groups were analyzed by using *t* tests.

While bilingual means were higher on all six subtests, when the test circumvented language as on the figural battery no significant mean differences between lingual groups were noted. However, when the test made verbal expression a salient feature as on the verbal battery, mean differences between lingual groups were significant in (a) fluency, $p < .01$, (b) flexibility, $p < .05$, and (c) originality, $p < .001$.

Bilingual fourth-grade subjects did as well (higher in fluency and originality; lower in flexibility) as monolingual sixth-grade subjects on combined figural and verbal batteries, revealing no significant differences between the two grades on fluency, flexibility, or originality measures.

Bilingual originality showed the greatest significant mean difference, $p < .001$, when verbal subtests were compared using lingual groups. Figural originality showed the only significant difference, $p < .01$, when bilingual fourth- and sixth-grade means were compared using all six subtests.

Bilingual reading test means were below monolingual means at both grade levels by almost the same amount, 1.477 at the fourth grade and 1.479 at the sixth grade. These mean differences were not statistically significant.

Assuming these results were not attributable to an unknown variable, it appears that a program of increased lingual, literate, and cultural emphasis facilitates the verbal expression of fluency, flexibility, and originality on a test of divergent thinking. Further, this superior verbal performance was achieved in the subjects' second language.

Presuming that linguality was the discriminate factor in the mean differences that were observed, these results lend themselves to an additional interpretation. No significant differences on the figural battery support the position of the independence of cognitive development and language. Yet, the significant differences on the verbal battery lend plausibility to the view of language as a mediational element in cognitive expression. Both postures appear compatible.

The results strengthen this study's supporting theory that the fluent and literate acquisition of another language augments the development of verbal acuity and that extracultural influences contribute to a more faceted or objective perspective.

Order No. 77-24,748, 85 pages.

HAND MOVEMENTS IN RELATION TO THE ENCODING PROCESS IN BILINGUALS

MARCOS, Luis Rojas, D.M.Sc.
State University of New York,
Downstate Medical Center, 1977

This dissertation had the objective of studying the relations of hand movement activity to the process of verbal encoding. Specifically, the study sought understanding of the functional significance of different categories of hand movements in relation to difference components of the encoding process. To test for specific kinesic-cognitive processing relations, a research strategy based upon the "bilingual model" was used. This strategy, involving encoding in dominant and nondominant languages, provides cognitive load conditions which could highlight the link between kinesic and cognitive processing.

A total of 16 subordinate bilingual subjects were selected for the experiment. The sample was formed with two groups of eight opposite bilinguals; one with English as their dominant language and the other group with Spanish as their dominant language. Each subject participated in a total of four tasks, each of five minutes duration, two tasks in their dominant language and two in their nondominant language. In each language, subjects were required to verbalize in a low-imagery task and in a high-imagery task. These high- and low-imagery verbal tasks, in both the dominant and nondominant languages, constituted the experimental conditions directed to differentiate verbalization-related movements from imagery-related movements.

The major results of the study indicated that more speech-primacy movement was produced during the nondominant language verbalization; more pointing movement was utilized during the low-imagery content verbalization; and more groping movement appeared during the nondominant language verbal tasks. The results were discussed in relation to the issue of the functional value of kinetic behavior in central cognitive processing. The facilitatory function of certain categories of hand movements in the process of verbal encoding was emphasized. A more cautious attempt was made to assign specific functions to specific hand movements. Alternative interpretations of the results were also considered.

The implications of the findings were examined within a general systems theory. Specific mention was made of the implications of these kinetic-encoding relations in respect to the study of cognitive processes in general, and the understanding of cognitive development, aphasia, and the psychotherapeutic process. Finally, several suggestions for further research were made to explore the possibility of more exact relations between specific kinetic activities and specific information processing components.

Order No. 7804566, 109 pp.

INTERLINGUAL COGNITIVE PROCESSING OF CONTEXTUAL INFORMATION BY BILINGUALS

PUHL, Carol Ann, Ph.D.
The Pennsylvania State University, 1977

Advisers: Paul D. Weener, Lester S. Golub

The basic issue in the present study concerns the availability of contextual information to bilinguals through each of their languages.

The two major hypotheses were the interlingual hypothesis and the type-of-

information hypothesis. The interlingual hypothesis stated that, when biliguals stored and retrieved information in the same language (intralingually), they would retrieve more information than bilinguals who stored information in one language and retrieved it in the other (interlingually). For the type-of-information hypothesis, information was classified as either concrete (having a mental image) or abstract (having no specific image). When bilinguals retrieved interlingually, it was hypothesized that more abstract than concrete information would be lost than when they retrieved intralingually.

The two minor hypotheses were the dominance hypothesis and the proficiency hypothesis. In the dominance hypothesis, a correlation was expected between language dominance and the amount of information retrieved in the dominant language. In the proficiency hypothesis, a correlation was expected between the degree of a bilingual's proficiency in each language and the amount of information retrieved in that language.

The subjects were 103 bilingual junior high school students of Puerto Rican heritage. They were presented with contextual information in the two bilingual versions of a film explaining the production of a daily newspaper. Half of the subjects were shown the English version, and half, the Spanish version. Of the subjects who saw the English version, half were tested in English for retrieval of information in the film, and half in Spanish. Likewise, of the subjects who saw the Spanish version, half were tested for retrieval in English and half in Spanish. Retrieval was tested by recognition items and by recall items. Subjects were assessed for language skill by use of a refined Word-Naming Test. Care was taken to avoid possible confounding influences of reading and writing skills and to have examiner ethnicity consistent with the language being used. The major hypotheses were tested by analyses of variance, and the minor, by correlations.

The interlingual hypothesis received only partial support, with information being lost by the interlingual group that retrieved in Spanish. The type-of-information hypothesis was not supported as stated, but subjects retrieved as expected significantly more concrete than abstract information for recall items, and significantly more abstract than concrete information for recognition items, an unexpected result. For all groups, significantly more concrete than abstract information was retrieved. In general, the interlingual groups did not differ from the intralingual groups, though trends were in the hypothesized directions. The dominance hypothesis was not supported, and the proficiency hypothesis received support only when Spanish was the language of retrieval.

An additional analysis of variance showed that significantly more information was recognized than recalled. Additional correlations showed a significant difference in the relationship of concrete and abstract results for the intralingual condition as opposed to the interlingual condition. There was an interaction between concreteness and type of item so that the best condition for retrieval was recognition of abstract contextual information, and the worst condition was recall of abstract contextual information.

The results did not show that the language used makes any difference in the

amount of information retrieved. However, because of possible confounding variables, more evidence is needed to support the contention that there is no difference in the language used. The Word-Naming Test may be more useful for yielding a global assessment rather than an interval assessment. The unexpected result of greater recognition of abstract than concrete contextual information should be further studied.

Order No. 7808410, 172 pp.

A STUDY OF THE ACADEMIC ACHIEVEMENT OF BLACK STUDENTS SPEAKING NONSTANDARD, BILINGUAL, OR STANDARD ENGLISH

STARKS, Gwendolyn La'Joyce McClellan, Ph.D.
University of Kansas, 1977

This study was primarily concerned with determining whether language patterns and socioeconomic status of black students were criteria for academic success in a public education institution. Specifically, an attempt was made to determine which school subjects or sets of subjects from grades given at the end of the school year and which test items on the Metropolitan Achievement Test acted as discriminating variables when students were grouped according to: (1) types of speech and language patterns they used: nonstandard, bilingual, or standard English and (2) the types of speech and language patterns and socioeconomic status: nonstandard English low socioeconomic status and standard English/middle socioeconomic status.

A sample of 127 black students was used for the study. Students were tested by using an informal or spontaneous speech method and classified according to the types of speech and language patterns they used: nonstandard, bilingual, or standard English. Data used in the study were collected from students' folders: school grades, Metropolitan Achievement Test scores, and demographic data. The following null hypotheses were tested:

HYPOTHESIS 1

There are no school subjects or sets of school subjects, as represented by grades assigned by classroom teachers, that will discriminate between elementary black students speaking nonstandard, bilingual, or standard English.

The variables that entered the analysis tend to indicate that there are school subjects and sets of subjects that discriminate between elementary black stu-

dents speaking nonstandard, bilingual, or standard English. The null hypothesis, therefore, was rejected.

HYPOTHESIS 2

There are no school subjects or sets of school subjects, as represented by scores from the Metropolitan Achievement Test, that will discriminate between elementary black students speaking nonstandard, bilingual, or standard English.

The variables that entered the analysis tend to indicate that there are school subjects and sets of school subjects that discriminate between elementary black students speaking nonstandard, bilingual, or standard English. The null hypothesis, therefore, is rejected.

HYPOTHESIS 3

There are no school subjects or sets of school subjects, as represented by grades assigned by classroom teachers, that will discriminate between and among elementary black students speaking nonstandard or standard English from low or middle socioeconomic classes.

Since these variables that entered into the discriminant function analysis for this hypothesis also entered into Hypothesis 1, it is difficult to determine whether language patterns or socioeconomic status actually discriminate between these students. Therefore, the null hypothesis was not rejected.

HYPOTHESIS 4

There are no school subjects or sets of school subjects, as represented by the scores from the Metropolitan Achievement Test, that will discriminate between and among elementary black students speaking nonstandard or standard English from low or middle socioeconomic classes.

Since these variables that entered into the discriminant function analysis for this hypothesis relate to the variable that entered the discriminant function analysis for Hypothesis 2, it is difficult to determine whether language patterns or socioeconomic status actually discriminate between these students. Therefore, the null hypothesis was not rejected.

Order No. 77-28,913, 131 pages.

THE RELATIONSHIP BETWEEN DEGREE OF BILINGUALISM AND MEASURES OF SPACE CONCEPTUALIZATION AND VERBAL RECALL

FERRER, Lois Robbins, Ed.D.
Lehigh University, 1978

The purpose of this study was to investigate the relationship between the degree of bilingualism and two specific measures of cognitive development; space conceptualization and verbal recall. In addition, the relationship between sex, age, place of birth and these measures was analyzed as well as the combined effects, if any, of all of the variables on these specific cognitive measures.

In the spring of 1975, permission to participate in the study was received from the parents of 220 Puerto Rican students in grades two through six, ages seven through twelve, attending public elementary school in a small city in eastern Pennsylvania.

Biographies and demographic data were collected from school records. Socio-economic status was determined using the Federal Free Lunch Program financial reports available at the school. All students were found to have the same socio-economic status. The degree of bilingualism was determined using a self-report questionnaire developed by the investigator together with student interviews.

Students were assigned to one of four groups; monolingual English, dominant English, balanced bilingual and dominant Spanish.

The investigator elected not to control for the variable of IQ since available scores reflected testing done in English, although students had little or no knowledge of English at the time.

Space conceptualization was measured using the SRA Primary Abilities Test of Spatial Ability—levels II and III. Verbal recall was measured using a picture vocabulary test constructed by the investigator and pilot-tested satisfactorily one month prior to its actual use.

Analyses of variance and t-tests were applied to test differences in mean scores on the measures of space conceptualization and verbal recall between boys and girls, younger and older subjects, subjects born in Puerto Rico and born on the U.S. mainland, and subjects designated as English speakers, strong users of English, balanced bilinguals, and strong users of Spanish. The interaction effects between the variables of sex, age, place of birth, scores on cognitive tests and lingual groups were also considered.

The findings supported the null hypotheses that there is no significant relationship between scores on the measures of space conceptualization and verbal recall and the subjects' sex and place of birth.

However, significance was observed between scores on these tests and the subjects' age and degree of bilinguality. Additionally, significance was observed in all four lingual groups when the variables were considered together.

Although the latter would indicate that there is some relationship between the cognitive measures and the degree of bilingualism of the Puerto Rican child in the study, the limitations of the study, primarily the non-random sample and the lack of valid IQ scores, cast doubt on these results.

However, the results do suggest that age may be the overriding factor and that

bilingual children can at least be expected to test as well as their monolingual classmates on certain measures of cognitive function.

Order No. 7904307, 104 pp.

THE RELATIONSHIP BETWEEN CREATIVITY AND BILINGUALISM

IRIZARRY, Richard, Ph.D.
The University of Texas at Austin, 1979

Supervisor: Professor Rudolph F. Martin

While contemporary man has witnessed the invalidation of many of yesterday's facts and truths, many educators believe that leaping ahead of the facts in order to formulate a new hypothesis should be included in the training of children. The educational literature supports the notion that what is learned in school is intended for application to real life problem situations. In the study of creativity and bilingualism, evidence for the need for creative problem solving and creative expression was given, in light of our rapidly changing world.

More specifically, the purpose of the study was to isolate, explore, probe, and discuss the possible variables in the relationship that exist between creativity and bilingualism. The study offered cognitive and affective attributes which were characterized as belonging to either bilinguals or to creative persons. If, on an empirical basis, bilingualism and creativity share certain factors, traits, or characteristics unique to humanity; then the possibility exists that these attributes are correspondingly shared by individuals that are characterized as either bilingual or as creative. The study supported the idea that an early bilingual bicultural experience may have cognitive implications for problem solving and creative expression.

The most significant aspect of the study was that the concept of bilingual-bicultural education may have a positive influence on the educational methods utilized in order to foster creativity in the classroom. With regard to linguistic creativity, cultural diversity, and cognitive functioning, the study discussed the implications for cross-cultural and ethnic studies, as well as for multi-lingual and multi-cultural education. The study drew upon the inter-relatedness of creativity, problem solving, and bilingualism in order to ascertain the implications for education with respect to curriculum and instruction and more specifically, for bilingual-bicultural education.

LANGUAGE AND CULTURE

THE RELATIONSHIP BETWEEN THE LANGUAGE DOMINANCE AND CULTURAL AFFINITY OF HISPANIC STUDENTS IN BILINGUAL PROGRAMS

DOMENECH, Daniel Anthony, Ph.D.
Hofstra University, 1977

The study analyzed the relationship between the language dominance and cultural affinity of students in bilingual programs. It was hypothesized that: 1) Spanish dominant Hispanic students would express a greater affinity for the Hispanic culture than for the American culture; 2) English dominant Hispanic students would express a greater affinity for the American culture than for the Hispanic culture; 3) Bilingual students would express as much affinity towards the Hispanic culture as towards the American culture.

The study included the development of an instrument to assess cultural affinity, the Cultural Affinity Scale. The Basic Inventory of Natural Language was used to assess language dominance. The subjects for the study were 86 Hispanic students enrolled in fourth through seventh grade bilingual/bicultural classes in Nassau County, Long Island, New York.

The results obtained indicate that there does not seem to be a relationship between the language dominance and the cultural affinity of Hispanic students in bilingual programs. Irrespective of their language dominance, the subjects in this study consistently expressed their biculturalism. The common factor that would seem to explain the results is the fact that all of the students were enrolled in bilingual/bicultural programs. Evidence is provided that a bicultural curriculum does succeed in maintaining the dual heritage of Hispanic ethnics.

Order No. 77-25,891, 96 pages.

EARLY BILINGUAL READING AS AN AID TO BILINGUAL AND BICULTURAL ADJUSTMENT FOR A SECOND GENERATION KOREAN CHILD IN THE U.S.

LEE, Ok Ro, Ph.D.
Georgetown University, 1977

This is a case study of a second generation Korean child in the United States who learned to read English and Korean before age six as an aid to bilingual

and bicultural adjustment. The hypothesis that underlies this case study is that early bilingual reading can be used as an aid to bilingual and bicultural adjustment for a second generation Korean child in the United States.

This study differs from others. Lado (1972) and Söderbergh (1977) have treated early reading as an aid to linguistic and intellectual development, and as preparation for reality, respectively. In this study, however, early bilingual reading is treated as an aid to bilingual and bicultural adjustment. Lado (1975 and 1976) and Past (1976) have treated biliteracy as a factor in bilingualism. In this present study, biliteracy is treated as a factor in bilingualism as well as biculturalism. This study is also unique in that it treats a second generation Korean child in the United States as its subject.

Chapter I describes the framework of the study. Chapter II discusses the reasons for bilingual and bicultural adjustment for a second generation Korean child in the United States. Chapter III reviews relevant literature: the Lado Method; two case studies, one by Past (1976) and the other by Söderbergh (1977); and theories and methods on early reading. Chapter IV (Early Bilingual Reading Experience and Observations) is the main chapter in which the hypothesis is partially tested. Chapter V contains the summary, conclusions, and recommendations.

It is concluded that the subject's bilingual and bicultural adjustment is attributable at least partially to her early bilingual reading experience and that her early bilingual reading has not been a hindrance to her bilingual and bicultural adjustment.

Order No. 7814086, 187 pp.

THE MEXICAN-AMERICAN CULTURAL COMPONENT OF SELECTED BILINGUAL PROJECTS FUNDED UNDER TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

NICHOLL, Worth Lawrence, Ph.D.
University of Southern California, 1977

Chairperson: Professor Charles M. Brown

Beginning in 1969 the federal government began the funding of bilingual education projects in local school districts throughout the United States. The long-range cultural goals of such programs are of interest to curriculum planners, especially at the elementary level where most bilingual projects are found, and especially with regard to Mexican American pupils, by far the largest group affected.

Traditionally the American public school has aimed at rapid assimilation of immigrant children, by replacing other cultures and languages with mainstream Anglo American culture and the English language. Recently, however, strong advocates of cultural pluralism have questioned the traditional role of the school and have argued that the school should help foster both second languages and second cultures other than the mainstream culture and language. Advocates of this position especially support bilingual education as an instrument of cultural pluralism.

In this dissertation an analysis was made of those aspects of Mexican American culture that were being included in the curriculum of selected TItle VII ESEA (federally funded) bilingual education programs for elementary schools. The purpose was to determine whether the programs had as an objective: assimilation into the mainstream of American culture, or cultural pluralism and the continued existence of a separate Mexican American culture. Research questions concerned the use of the term "culture" by the projects, and the consensus of the projects as to what constitutes the essential elements of Mexican American culture.

A representative sample of ten Title VII projects was selected from the greater Los Angeles metropolitan area and surrounding rural areas, based on the factors of geographic distribution, rural area vs. urban area, barrio vs. integrated community, and other factors. To examine the Mexican American cultural component of the projects, first an analysis was made of their formal project descriptions, as given in continuation applications and evaluation reports submitted by the local districts to the U.S. Office of Bilingual Education in Washington, D.C. Secondly, an analysis was made of the cultural component of the project as actually implemented in the classroom, by means of classroom observations using an Observational Checklist developed specifially for this study. A total of 109 observations were made, in 23 schools, grades pre-school through sixth.

Data from the two analyses led to the conclusion that the projects included a limited number of aspects of Mexican American culture—ten of Murdock's seventy-three cultural universals. The projects did not propose an integrated culture and tended to separate culture from language, giving minimal notice to Mexican American culture while emphasizing the Spanish language. The projects aimed at cultural appreciation, rather than the actual transmission of a second culture. The consensus of the projects was that the Mexican American culture was basically an extension of the culture of Mexico. And this culture for the projects was the traditional, rural, folk culture, rather than the nationalistic, urban culture of Mexico since the Revolution of 1910. Finally, although nine of ten projects stated cultural pluralism as a goal, examination of the project descriptions and analysis of the data concerning teacher-pupil characteristics, Hispanic culture displayed in the classroom, Spanish-language books used, and the use of oral Spanish by teachers and pupils led to the conclusion that the Title VII projects were aimed at more rapid and complete assimilation of chil-

dren who might otherwise have been but slowly and incompletely assimilated by a monolingual English curriculum.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

ETHNIC AND INTRA-ETHNIC DIFFERENTIATION IN COGNITIVE CHARACTERISTICS: A STUDY OF BILINGUALS AND MONOLINGUALS IN NEBAJ, GUATEMALA

BERRUETA—CLEMENT, John Ramon, Ph.D.
University of California, Irvine, 1978

Chairman: Professor Benjamin N. Colby

Bilingualism is an objective indicator of the degree to which an individual in a plural social context adapts to both his native and another culture—that is to say, of the extent to which he is multicultural. Seen in this fashion, bilingualism can be used to explore the extent of cultural differences, as well as the way in which multicultural individuals adapt to them. Prior research has shown that bilinguals exposed to different sociocultural environments ... the learning of each of their languages produce association patterns that differ by language, thus raising the possibility that the cognitive structures underlying the associations of bilinguals might likewise differ according to linguistic context. The study of cognitive structures of both bilinguals and monolinguals of two different social groups cohabiting in a single environment also serves to compare the cognitive structures of monolinguals and bilinguals.

The present study uses elicitation techniques evolved by cognitive anthropologists to obtain a partial map of the domain of roles and role-attributes for the Ixil and Ladino natives of Nebaj, a town in the highlands of western Guatemala. The structure of role-attribute associations is then explored for a sample of 161 bilingual and monolingual informants of both ethnic groups, using a version of the "item by use" matrix technique created by Steíflre as a structured interview format. A number of hypotheses are formulated and tested about similarities in response patterns within bilingual individuals across language, and between monolingual and bilingual individuals within and between ethnic groups.

Analysis of the study using a variety of approaches establishes some but not all of the hypotheses tested. Major conclusions are: • that there are clear differences in the cognitive structure of two ethnic groups (the Ixil and Ladino of

Nebaj) living in close association, although in complementary rather than parallel relationship to one another; • that differences between ethnic groups extend not only to association patterns, but also to the degree of within-group uniformity, and • that for the ethnic group with greatest within-group coherence (the Nebaj Ladinos), the data support the contention that bilinguals' responses in a given language are more similar to monolinguals' responses in that language than to monolinguals' responses in the other language.

Order No. 7811856, 278 pp.

MEXICAN AMERICAN CULTURE IN BILINGUAL EDUCATION CLASSROOMS GRADES 1 THROUGH 3: A DESCRIPTION OF THREE SPANISH/ENGLISH PROGRAMS IN TEXAS

GONZALES, Paul Franklin, Ph.D.
The University of Texas at Austin, 1978

Supervisor: George M. Blanco

The purpose of this study was to determine which elements of Mexican American culture, both surface culture and deep culture, are being reinforced or included in three Spanish/English bilingual education programs in Texas.

A review of the literature in the following areas was done to identify definitions and dimensions of culture: anthropology, sociology, and psychology. In addition the literature was also reviewed to focus on the teaching of culture from the perspectives of social science, curriculum, foreign language, and bilingual education.

A questionnaire was designed to determine: which elements of Mexican American surface culture were transmitted or reinforced; the approximate amount of time spent on each activity; which elements of Mexican American deep culture were reinforced; and whether these elements were presented in a planned or impromptu manner.

Three sites varying in geographic location, economic factors, and percentage of Mexican American population were used in the study. On-site visits were made to each of the school districts and the questionnaire was administered by the investigator to the teaching staff of three schools at each site. The results of the questionnaire were tabulated and presented in appropriate tables.

The findings indicate that the surface culture elements being reinforced by the majority of the programs are traditional songs in Spanish, Mexican crafts, and culinary activities. Surface culture elements having little reinforcement are Mexican dances and Chicano music; Mexican American history and Mexican

American personalities, and folk tales, proverbs, poetry, and word play in the Spanish language. Deep culture elements were found to be reinforced on an impromptu basis rather than in organized lessons. Deep culture elements being reinforced with organized lessons were: family ties, folk myths, grooming and presence, subsistence, time concept, and values. The elements having less organized discussion were: esthetics, ethics, precedence, and rewards and privileges. Those elements having little or no reinforcement were: ceremony, courtship and marriage, health and medicine, gesture and kinesics, ownership, rights and duties, religion, sex roles, space and proxemics, and tabu.

In summarizing the results of this study, it remains evident that transmitting or reinforcing culture in the bilingual education classroom remains one of the most misinterpreted and inadequately achieved goals of bilingual education instruction.

Order No. 7817642, 182 Pp.

BICULTURAL EDUCATION: AN INSTANCE OF CULTURAL POLITICS

MORROW, Victoria Palmer, Ph.D.
University of Colorado at Boulder, 1978

Director: Associate Professor Rolf Kjolseth

The thesis is an exploration of cultural politics, the way in which dominant and subordinate groups characterize their own and each others' cultures. It includes, first, a conceptual framework for the understanding of cultural politics, in which it is distinguished from stereotyping. Based on the literature on stereotyping and cultural politics, a paradigm for the way in which powerful and powerless groups seem to use characterizations of both routine and rhetorical culture is proposed.

Second, the thesis explores a potential setting for observable cultural politics, a bilingual/bicultural education program. The theoretical and empirical literature related to bilingual/bicultural education is reviewed, revealing scant empirical examination of the cultural aspect of such programs. This research is offered as an attempt to extend that literature.

The investigation is of the ethnomethodological variety, and was conducted in a Spanish/English bilingual/bicultural program in Berkeley, California. Following Kjolseth's typology of record types, it includes *in situ* constitutive accounts which are coded-as-recorded (observation of classroom activities recorded in field notes), and *ex situ* reconstitutive accounts which are recorded-as-coded

(tape recorded interviews with administrators, teachers, aides, parents and students, and examination of the published program brochure and a book on bilingual/bicultural education recommended by the Program Director).

Fourteen elementary and secondary level classrooms were observed over a period of three months in the spring, 1976, an average of six times each. Nine teachers and eight aides, and the Program Director, Master Teacher, Program Evaluator and Community Liaison were interviewed during that period. One or both parents in thirty-eight Hispanic and non-Hispanic families and twenty-one students were also interviewed in 1977.

The focus of the classroom observations was the use of Spanish and English and the teaching of culture. In the interviews, the topics included the purpose of the program, why Spanish should be taught and how much it should be used in the program, why culture should be taught and how, what biculturality is, what changes should be made in the program, and, for the Spanish-speaking participants, the patterns of Spanish usage in the home.

The data were analyzed in terms of their implications for the paradigm for cultural politics presented in the first chapter. The paradigm was found to be based on an assumption that the subordinate Hispanic group, by virtue of its participation in this program, is attempting to implement its own characterizations of both Anglo and Hispanic culture. In fact, it seemed that in general, both Hispanic and non-Hispanic participants in the program were collaborating in the marking of Spanish language and Hispanic culture, and the paradigm was revised to reflect the ways in which that was being done. However, members of both these groups were also unmarking Hispanic culture, asserting an alternative, positive view of it, although examples of this cultural characterization process were few. Implications of this investigation for past and future research were discussed.

Order No. 7903077, 435 pp.

BILINGUALISM AND PERSONALITY DIFFERENCES IN PUERTO RICAN FEMALES

RIVERA, Jo-Ann M., Ph.D.
Adelphi University, 1978

The bilingual individual, inasmuch as she partakes in two languages and cultures, provides us with the means of studying how past experiences with a particular cultural language tap certain personality variables. This investigation examined the emotional and unconscious aspects of an individual's personality as reflected in the thought processes of bilingual female subjects.

To clarify the interaction of language and culture on thought processes, the

experimenter analyzed the differences in responses to a projective stimulus presented and responded to in both Spanish and English. The analysis was directed at the between subject differences due to languages and differences between two groups of bilinguals who learned English at two points in time, and the languages' relationship to the indices of movement, color, and primary process.

The sample consisted of 40 female, American-born Puerto Ricans from New York City universities. The volunteers were screened by the Hoffman Bilingual Schedule. The subjects were divided into two, 20-subjects, bilingual groups determined by when they learned English. The two groups were Coordinate Compound and Compound bilinguals. A Latin Clinical Psychology student administered the Behn-Rorschach and Rorschach tests individually in both Spanish and English in a test-retest design. There were four orders of administration to counterbalance for order of test and language.

In view of the previous literature, it was hypothesized that:

1. bilinguals would have higher scores in movement, color, and level 1 primary process in the Spanish protocols and

2. the Coordinate Compound bilinguals would score higher than the Compound bilinguals in movement, color, and level 1 primary process responses in Spanish.

The data were analyzed using a Latin Square design for all three determinants. The results of the statistical analyses provided no confirmation of the hypotheses stated.

Although there were statistical differences, they were not considered significant in the array of 45 statistical analyses. These were differences in the number of movement responses between the Behn-Rorschach and Rorschach suggesting further research is warranted in the use of the Behn-Rorschach as a parallel form.

In exploring the lack of significant results, the study was analyzed in terms of bilingual grouping and instruments. The Hoffman Bilingual Schedule utilized for determining bilingual fluency measured linguistic background. As a result of inadequate bilingual fluency measurement, it was not possible to discern if the two bilingual groups are different from each other in their linguistic ability. In addition, the Behn-Rorschach and Rorschach did not have the sensitivity to tap any effects of linguistic nuances.

The utilization of the subject's age at which they learned English, for bilingual grouping, may be less a factor in personality than hypothesized. Rather the influence is the context and extent of usage of each language. The method of subject selection did not control for these possible discrepancies.

Although the interaction of culture, language, and personality are intriguing issues, this study demonstrated the complexity of attempting to separate the contribution of these variables to each other. Further research will require a more decisive measure of bilingualism and a more sensitive personality measure to clarify the interaction of language in culture and personality.

Order No. 7921102, 89 pp.

HOME ENVIRONMENT FACTORS AS INDICATORS OF ACADEMIC ACHIEVEMENT AMONG FIFTH-GRADERS IN BILINGUAL-BICULTURAL EDUCATION PROGRAMS IN A COMMUNITY OF THE UPPER RIO GRANDE VALLEY OF NEW MEXICO

MARTÍNEZ, Paul Edward, Ed.D.
New Mexico State University, 1979

Supervisor: Dr. Atilano A. Valencia

The purpose of this study was to identify those home environment variables which predicted academic achievement for fifth-graders in bilingual-bicultural education programs in one rural area of northern New Mexico. Achievement was measured by Grade Equivalent Scores from the Comprehensive Test of Basic Skills.

A sample consisted of 73 fifth-grade students, all enrolled in one of the bilingual-bicultural education programs in the Espanola Public School District during the spring term of 1979. Guardians of the students were given the Home Environment Variable Questionnaire, an instrument designed specifically for this investigation.

Step-wise multiple regression analysis was the statistical method employed to determine the relationship between home environment and academic achievement. Separate step-wise multiple regression analyses were conducted for the total sample as well as for male and female subsamples.

For the total sample, the following five separate home environment variables were found to be the best predictors of achievement when they operated jointly.

1. "Verbal Interaction." (This was the highest individual predictor of academic success.)
2. "Total Size of Family."
3. "Which Parent Handles Money in the Household?"
4. "Number of Hours Spent Reading with the Child in Spanish and/or English."
5. "Parental Aspirations for Future Employment of the Child."

As a combination, the aforementioned variables accounted for 36 percent of the variance in academic achievement. This figure was statistically significant. Of all sub-variables examined in the study, the combination of the five discussed above proved to be the most statistically significant when operating jointly.

For the male sub-sample, four dimensions were selected in the regression process as the best combination of predictors. "Which Parent Handled the Money in the Household?" was the highest individual predictor variable for males. This was followed by "Number of Family Members Who Still Live at Home" which

was closely correlated to total family size. "Verbal Interaction" once again entered the step-wise regression equation as a significant predictor of achievement.

The fourth predictive variable selected from the male sample dealt with settling conflicts with the spouse and/or son or daughter. Selection in the equation of this sub-variable offered more insight into the importance of a stable home life in predicting academic success.

The four sub-variables operating jointly accounted for 61 percent of the variance in achievement. This figure was quite statistically significant.

For the female sub-sample, four variables were also selected as the best combination of predictors of academic achievement. These were: "Verbal Interaction," "Activities that the Family Does Together," "Number of Family Members Who Still Live at Home," and "Number of Hours Spent Reading With the Child in English and/or Spanish." Only the third sub-variable, "Activities that the Family Does Together," was a new entry into the regression equation, and it also gave support to the basic premise that a stable home life will predict achievement.

All four variables operating jointly accounted for 41 percent of the variance in academic achievement and this figure was also statistically significant.

Order No. 7928102, 123 pp.

LINGUISTICS

ENGLISH AND SPANISH STORY RECALL OF FIRST GRADE SPANISH DOMINANT PUPILS IN BILINGUAL PROGRAMS

DECKER, Douglas Lester, Ed.D.
Columbia University Teachers College, 1976

Sponsor: Professor Anne Marie Mueser

The purpose of this study was to examine young children in Title VII bilingual (Spanish/English) programs on a story recall task to see if language of story presentation or language of questioning made a difference. The investigation hypothesized that Spanish dominant children would perform better on a simple measure of story recall in their dominant language regardless of language presentation. The 144 first graders (identified as Spanish dominant by their classroom teachers) were from 10 Title VII projects in California.

Each subject heard a story and was questioned on his recall of the story. The treatment—story plus questioning—was administered in Spanish or English or a combination of the two. Each of the 144 subjects was randomly assigned to one of four treatments groups—Spanish/Spanish; English/English; Spanish/English; or English/Spanish.

An analysis of variance between and among the four treatment groups found no statistical difference at the .05 level on aided or unaided response or combination thereof to the story recall task behavior. Therefore, the hypotheses in this study were not supported. If teacher assessment was an adequate indication of Spanish language dominance, then the Spanish dominant subjects revealed a surprising competence in dealing with the story book presented.

The results of this study provide no clearcut evidence that the particular task involved—story recall—varied from one language to the other.

The findings of this study did call into question the assumption that the children who were identified as Spanish dominant by their teachers were in fact so. The children in these Title VII classes seemed to have some proficiency in both languages. Further study would be useful to see if the student performance was related to the curriculum of their program and whether the children's dominant language was correctly identified by the classroom teachers.

Order No. 77-22,247, 108 pages.

LANGUAGE CHANGE AND ITS SOCIAL DETERMINANTS IN A BILINGUAL COMMUNITY

GAL, Susan, Ph.D.
University of California, Berkeley, 1976

The process of change in patterns of language choice in a Hungarian-German bilingual town in Austria is described in this thesis. The language shift now occurring in the community was investigated within the framework of the sociolinguistic theory of linguistic change which posits that diachronic change derives from synchronic variations. This was an ethnographic study which explored variation in patterns of choice between languages, stylistic variation within the two languages, and the social processes by which variation is distributed among speakers.

Oberwart (Felsōōr) has been a Hungarian-speaking peasant community surrounded by German speaking villages for four hundred years. Before 1921 it was part of Hungary. Although able to speak both languages, Oberwarters, before this century, used only Hungarian when speaking to other local bilinguals. They

reserved German for use with outsiders. During the post-World War II economic boom, Oberwart peasants seized the opportunity to enter Austrian industry. By 1974 the pattern of language choice had changed. Both languages were used among bilinguals, and the youngest bilinguals rarely used Hungarian at all.

Descriptions of three kinds of synchronic variation were provided: 1) Style shifting. In each language the difference between dialect and standard was a matter of degree. For several co-varying linguistic variables the frequency of occurrence of each value changed with the social situation. This style shifting was analyzed as a verbal strategy used by speakers for expressive purposes. 2) Intra-individual variation in language choice: This was described in terms of implicational scales. Speakers were ranked on one axis and bilingual interlocutors were ranked on the other, along a dimension of peasant-to-Austrian urbanite. For any informant, the identity of the interlocutor predicted language choice in the majority of instances. German was used with interlocutors towards the Austrian extreme, Hungarian with those towards the peasant extreme. For some informant-interlocutor pairs in the middle, one could predict only that both languages would be used in the same exchange. Conversational switching between languages, used to express the communicative intent of the speaker, occurred only in such interactions. 3) Variation between speakers in patterns of language choice: Inter-informant variation in language choice correlated both with the informant's age and with the extent to which an informant's social contacts were peasants. This social network measure ranked informants along the dimension of peasant-to-Austrian urbanite. Those towards the Austrian extreme used more German while those towards the peasant extreme used more Hungarian.

Conclusions about change in language choice were based on synchronic patterns and on historical data: 1) As a result of post-war social and economic changes the symbolic associations of each language changed; Hungarian became the low prestige language. 2) German was gradually replacing Hungarian in an ordered series of interlocutor pairs. Choice with one interlocutor was categorical for Hungarian before it became variable (German and Hungarian) and later categorical for German. 3) Those with heavily peasant networks adopted the newer patterns later than those with non-peasant networks. 4) Choice of language before the change was an indicator of social status. During the change language choice was used by speakers to express stylistic social meanings as well as social status.

It was concluded that change in language choice follows the patterns of other kinds of linguistic change. It is gradual, with old and new forms variable in some environments. It involves an expansion in the communicative functions served in social interaction by the linguistic variable. Also, choice of language reflects social change. It symbolized, in social interactions, the change from peasant life and values to an Austrian-worker way of life.

Order No. 77-15,691, 329 pages.

STUDIES OF IDEA ABSTRACTION AND INTEGRATION IN BILINGUALS

TSAO, Yao-chung, Ph.D.
State University of New York at Buffalo, 1976

Previous bilingual studies showed evidence of interlingual generalization and interference in phonetics and meaning (e.g., Anisfeld, Anisfeld, and Semogas 1969, Kolers 1966a). However, other evidence seemed to show an independence of language systems (e.g., Macnamara and Kushnir 1971). Most of these studies were based on verbal behavior experiments.

The main question asked in this paper was: How do bilinguals store their knowledge from sentences and paragraphs? To be more specific, do bilinguals have a dual linguistic system or a single core cognitive system but with specific linguistic information stored at some point.

Two experiments investigated this issue. Experiment I was designed to study the abstraction and integration of ideas across sentences when bilingual materials were used. The techniques of Bransford and Franks (1971) were used. Experiment II was designed to study the underlying representation of paragraph information by assessing reaction times to answering questions based on bilingual and unilingual paragraphs (Kintsch and Monk 1972).

The results of Experiment I suggested the processes of abstraction and integration occurred across languages. Evidence also indicated that language information was well retained and uni-language materials were better recognized than mixed-language ones. It was concluded that abstraction and integration occurred across languages but somewhat less so than when unilingual materials were used.

The results of Experiment II generally supported a model which holds that basically, the underlying representation of information from connected discourse is propositional; verbatim details (e.g., language) may be well retained but do not influence the processes of reasoning and decision-making.

These results seem to be consistent with the hypothesis that there is a single core cognitive system in bilinguals although the processes of assimilation of information from different language sources seem to be interfered with to some extent by linguistic coding.

Order No. 76-17,066, 114 pages.

SYNTAX AND BILINGUAL CHICANO POETRY

CÓRDOVA, Roberto Hermán, Ph.D.
University of Colorado at Boulder, 1977

Director: Associate Professor Anthony G. Lozano

The purpose of this study is to establish the major syntactic characteristics of bilingual Chicano poetry. We define this variety of Chicano poetry as that poetry that contains a combination of Spanish and English words in a phrase, clause, or sentence and that describes thoughts, ideas, concepts, etc., pertaining to the Chicano (i.e., Mexican-American, Spanish-American, or Latin-American) culture of the Midwestern and Southwestern United States of America.

One hundred bilingual Chicano poems serve as the data. The ages of eighteen different authors of these poems range from eighteen to over forty years old; three of the poets are women; and all of the poets have Spanish surnames. We examine only those Chicano poems that exhibit Spanish to English and English to Spanish code-switching though many Chicano poems occur entirely in Spanish or in English.

Our general method of investigation of this particular genre of Chicano poetry is the comparison of its syntax to that of Standard Spanish and Standard English. We divide this syntactic analysis into two major parts: 1) the lexicon; and 2) declarative sentences, noun phrases, and code-switching. Our anlysis of the lexicon is primarily a qualitative-quantitative description of the grammatical category and number of Spanish and English words that occur in this poetry. Our examination of the declarative sentences and noun phrases involves the use of six specific syntactic structure rules, two pertaining to Standard English and four to Standard Spanish, to determine the relationship among syntax, declarative sentences, and those noun phrases that contain a noun modified by at least one adjective. Though our primary objective is to analyze Spanish-English code-switching declarative sentences and noun phrases, we include a description of sentences and phrases that occur entirely in Spanish or English.

An extensive syntactic analysis of any variety of Chicano poetry had not been made prior to this study; therefore, the majority of the syntactically pertinent information included therein is heretofore unknown. Although we establish fourteen major syntactic characteristics, a considerable number of other facts are cited and discussed throughout the study.

There are traits in this poetry which reflect several characteristics of Chicano Spanish (i.e., Spanish of the Southwest). The results of this analysis have also provided fresh insights into the relationships between standard language and poetry, linguistic analysis and poetry, and syntax and code-switching. Syntactic analysis of poetry reveals a voluminous amount of information concerning syntax, poetry, language, and code-switching which seems to adhere to patterns based on syntax.

Order No. 7808867, 154 pp.

ASPECTS OF BILINGUALISM AND APHASIC PHONOLOGY

SIMS, Lyndarae Denlinger, Ph.D.
The University of Texas at Austin, 1977

Supervisors: David DeCamp, Peter MacNeilage

This interdisciplinary study deals with the nature of the abstract grammar of speakers of two languages and with the patterns of phonological dissolution in a bilingual Broca's aphasic.

The first part of the study explores the inadequacy of a 'language-interference' theory in elucidating the underlying principles of change of the dominant and second language in a bilingual speaker. Data are presented from the English and Spanish speech of bilingual speakers in a bilingual community that bears on the issue of how bilingual grammars are organized with respect to each other. An hypothesis for a dual grammar system is proposed. It is shown that the language data is more simply accounted for and better explained in such a grammar than it is in a system of separate monolingual grammars. The theoretical framework for the evidence presented is, essentially, the standard theory of transformational-generative grammar as presented in Chomsky (1965) and Chomsky and Halle (1968). A tentative model is proposed for establishing features for lexical items and rules which would identify different languages and styles available to the speaker. Other aspects of the data which are examined are certain 'transfer' processes between sets of items which are perceived as similar by the bilingual speaker.

Using a theory of context-sensitive markedness, an analysis of all deviations in the phonology shows that the majority of distinctive feature changes are from marked to unmarked segments and syllables. Contrary to previous claims as to the randomness of marked phonological changes, this analysis shows that the majority of changes of this type can be attributed to the temporal sequencing problems of anticipation and perseveration. These item-duplication processes have previously been established as prevalent at the lexical level in aphasic speech. In addition, the effects of perseveration and anticipation are shown to be evident in consonant and glide intrusion and in the application of certain linguistic rules (diphthongization in Spanish and stress assignment in both languages). It was also found that every case of duplication influence on stress assignment occurred in cognate words. It is argued that this phenomenon constitutes independent evidence for the dual model of bilingualism previously proposed.

Order No. 77-29,099, 179 pages.

SHARED OR SEPARATE MEMORY SYSTEMS: PROCESSING OF PICTURES AND WORDS, AND THE TWO LANGUAGES OF A BILINGUAL

WOLF, Joan Zara, Ph.D.
Princeton University, 1977

Should all information be regarded as stored in a single or shared memory system, or are different classes of items better thought of as being stored in separate memory systems? This shared versus separate memory systems issue was approached through the use of a priming task in which reaction times were measured as subjects classified stimuli as "natural" or "manmade." In this type of task classification is faster when a stimulus (termed the target) and its preceding stimulus (the prime) are semantically similar than when they are dissimilar.

In Experiments I and II the priming task was used to ask whether pictorial and verbal inputs are stored in shared or separate memory systems. If pictorial and verbal information are stored in separate memory systems, then priming effects should occur only when the prime and target are both pictures or both words, but not when one is a picture and one is a word. If, however, both pictorial and verbal information are stored in a single system, then the same concept representation will be involved regardless of mode of presentation, and therefore, priming should occur regardless of whether there is a match between the prime and target presentation modes. The results of both experiments supported the view that words and pictures are retained in a common memory system.

Experiment III applied the same logic to the issue of whether the two languages of a bilingual should be thought of as sharing a single memory system, or whether it is better to postulate a separate memory store for each language. If there are separate memory systems for each language, processing of a word in one language should facilitate processing of semantically similar words in the same language, but not of semantically similar words in a different language. If, however, the two languages share a single memory system, priming due to semantic relatedness should occur whether the prime and target are in the same language or are in different languages. In experiment III French-English bilinguals classified French and English words. The results again supported the shared system position. Experiment IV replicated Experiment III, with the exception that the time interval between the prime and the target was changed from one second to 500 milliseconds, thereby reducing the likelihood that subjects were translating from one language to the other. The results confirmed those of Experiment III.

Experiment V considered an alternative explanation of the observed priming effects. The lists used in Experiments I-IV were constructed such that the target stimulus was to some degree predictable from the prime stimulus. The observed priming effects might have resulted from this predictability, and not from

spreading activation between the prime and target stimuli. Experiment V, which manipulated the predictability of the target stimulus, suggested that this predictability was at least partially responsible for the observed priming effects.

Experiment VI tested for priming effects in a situation in which the target stimulus was not predictable from the prime stimulus. Like Experiments III and IV, Experiment VI involved English-French bilinguals. Priming effects were obtained, thus supporting the shared systems hypothesis.

In conclusion, the data suggest that pictorial and verbal information, and the two languages of a bilingual should be considered as being represented in a single memory system.

Order No. 7801976, 184 pp.

SEMANTIC MEMORY OF BILINGUALS

FISZMAN, Anna Elisabeth, Ph.D.
University of Massachusetts, 1978

Director: Professor Charles Clifton

Two experiments were conducted which used a priming technique in a bilingual version of two types of tasks: a lexical decision task and a category judgment task. The lexical decision task required coordinate Spanish-English bilinguals and English monolinguals to classify single letter strings as words (e.g., canary) or nonwords (e.g., panary) in either Spanish or in English (all English for monolinguals). On each trial a probe word was preceded by a prime (SOA of 500 msec) which could have been either semantically related or unrelated to the probe. For bilinguals on half of the trials a language switch occurred between the prime and the probe. Three levels of semantic relatedness were used. It was found that reaction time varied with the semantic distance between the prime and the probe, that the semantic relatedness effect existed for both monolinguals and bilinguals, and that there was no effect of language switch on bilinguals' reaction time.

The category judgment experiment used the same type of subjects as the lexical task experiment. Subjects' task was to decide whether or not two probe words belonged to the same category as each other. The probe words were preceded by either a related category name, unrelated category name, or a neutral nonword. Three SOAs were used: 250 msec, 500 msec, and 2000 msec, with a language switch sometimes occurring between the prime and the probes. A facilitation and inhibition effects were found for identical (same word repeated twice) and different (two words belonging to the same category) probes for monolin-

guals and bilinguals for all three SOAs. There was no effect of language switch on bilinguals' reaction time. Results of the two experiments are interpreted as indicating a single semantic store memory structure for coordinate bilinguals.

Order No. 7901999, 74 pp.

THE INDEPENDENCE OF LANGUAGES IN BILINGUAL MEMORY

HINES, Terence Michael, Ph.D.
University of Oregon, 1978

Adviser: Michael I. Posner

An unresolved issue in the study of bilingual information processing concerns the relationship between the bilingual's two languages. Two competing models have been proposed to describe this relationship. The independence model holds that different languages act as separate systems and that processing in one language does not automatically affect the other language. In the independence model there are two separate semantic memories, one for each language. The interdependence model postulates a unified semantic memory common to both languages. A characteristic of both the independence and interdependence models is that they do not distinguish between the problem of translation, for which interdependence would be useful and the problem of avoiding intrusions during normal speech, for which independence would be useful. Instead they assume that if evidence is found favoring independence or interdependence in one situation, the entire system is either independent or interdependent. The present experiment examined the independence versus interdependence question when the task was structured to involve active expectations under certain conditions and only automatic activation under other conditions.

Bilingual subjects knowing English and French judged whether two words presented visually were in the same (i.e., "CAT DOG" or "CHAT CHIEN") or different (i.e., "RAVEN FOOT" or "CORBEAU PIED") categories. Before the presentation of the word pair subjects saw a visually presented prime. This prime was either neutral ("XXXXXX") or a superordinate category name in English or French. By manipulating the probability of the prime being a valid cue to the category of the two following words, it was possible to examine the amount of automatic activation (low validity condition) and activation due to expectancies (high validity condition) both across and within languages. The independence model predicts that there will be no cross-language automatic activation while

the interdependence model predicts that there will be such activation and that it will be equivalent across and within languages. In addition to the effects of the two types of activation, it was also possible to examine the speed with which subjects made same/different category judgments for words in the two languages.

The results showed that there was equivalent automatic activation both across and within languages, supporting an interdependence view. However, large differences between reaction times to English and French word pairs were found. These differences were interpreted as showing differential availability of the orthographic codes for the two languages. Other studies in the literature show similar differences in the availability of the phonetic codes for a bilingual's two languages.

The overall conclusions drawn from the present study and the relevant literature is that bilingual memory is interdependent within the semantic memory system. However, memory systems involving specific orthographic and phonetic codes for words in a bilingual's two languages appear to be differentially accessible depending on the bilingual's degree of experience with the languages in question. This study provides a start toward a more sophisticated view of bilingualism in which both independent and interdependent systems play an important role.

Order No. 7814314, 165 pp.

A COMPARISON OF EDUCATIONAL, SOCIO-ECONOMIC, AND LINGUISTIC CHARACTERISTICS OF SPANISH SURNAMED FIRST GRADE PUPILS IN A BILINGUAL EDUCATION PROGRAM WITH THOSE IN A NON-BILINGUAL PROGRAM

RODRÍGUEZ, Carlos González, Ph.D.
The University of Texas at Austin, 1978

Supervisor: George M. Blanco

This study identifies and describes the educational, socio-economic, and linguistic characteristics in terms of language dominance of two types of Spanish surnamed first grade pupils: those classified as being limited in English speaking ability (LESA) and assigned to a bilingual education program and those identified as non-LESA and enrolled in a traditional, non-bilingual program of instruction. The two sets of characteristics are analyzed and compared for distinctive traits between the two groups of pupils. Specifically, the study focuses on: (1) the linguistic (language dominance), socio-economic, and educational characteristics of a Mexican American child properly placed in a bilingual education pro-

gram; and (2) on how these characteristics differ from those of a Mexican American pupil for whom bilingual education has been deemed unnecessary.

The subjects were four Spanish surnamed pupils randomly selected from the first grade at Crockett Elementary School in San Marcos, Texas. The pupils, two boys and two girls, were observed in the school, home, and community environment for a period of two years. Descriptive data were also obtained through parental interviews.

The following are the results. (1) The socio-economic characteristics of the four pupils are so similar that they are eliminated as significant factors. (2) The economic statuses of the two sets of pupils reveal mixed characteristics, but common factors, such as low family income, poor job skills, and a language barrier, emerge. (3) The educational performances of the four pupils do not conform to the LESA Non-LESA distinctions, but do indicate a preference for English as the language of formal and informal communication.

As a result of this study, it is concluded that the true characteristics of a LESA child are: (1) the dominant home language is one other than English, (2) the results of a valid and reliable measure of language dominance describe the child as limited in English language ability, (3) his performance in the classroom is deficient when compared with his peers and can be improved with bilingual bicultural instruction, and (4) the social and economic characteristics are of limited value in describing the LESA child.

Order No. 7817701, 178 pp.

BILINGUAL LEXICOGRAPHY: THEORETICAL FOUNDATIONS AND PRACTICAL METHODOLOGY, WITH SPECIAL REFERENCE TO CANADIAN FRENCH AND ENGLISH

WILTON, Murray Thomas, Ph.D.
Simon Fraser University (Canada), 1978

Supervisor: Dr. P. Guiraud

Lexicography in the Indo-European languages has been practised for centuries. In fact, by the time Samuel Johnson published his *Dictionary of the English Language* in 1755 lexicography had already inherited a methodology developed by the earliest dictionary-makers. The first dictionaries were bilingual and evolved as a reaction to social and practical phenomena—the need to comprehend texts written largely in Latin and, subsequently, the demand for communication between different language groups. These kinds of considerations have continued to exert an influence on lexicography, to such an extent that modern bilin-

gual dictionaries still draw much of their inspiration from traditional methodology instead of attempting to appeal to scientific procedure predicated on theoretical linguistic research.

During the past two decades a significant amount of theoretical research has been done in monolingual lexicography in an attempt to bridge the gap between theory and practice in that discipline. But bilingual lexicography remains a vaguely delineated subject on the fringe of linguistics: it is regarded by some as a branch of translation (itself an ill-defined field); others consider it an offshoot of monolingual lexicography, even though the reverse is true.

In this thesis an attempt is made to demonstrate that bilingual lexicography is an important and independent discipline within linguistics, with its own theoretical basis set in a general theory of linguistics and a distinctive methodology which extends into technological applications. The first part of the thesis is devoted to a descriptive and theoretical analysis of the field and associated disciplines. A diachronic view of the developmental factors which have influenced French and English lexicography is followed by a typological classification of bilingual dictionaries according to criteria which will form the basis for the discussion on linguistic methodology in Part II.

Various aspects of modern linguistic theory are surveyed in order to determine theoretical approaches which are of significance for bilingual lexicography. It will be determined that, in spite of obvious relationships, translation and bilingual lexicography constitute two independent studies with different goals and separate theoretical issues. An examination of semantic theory as it concerns lexicography will be used as the basis for a model of lexical structure in bilingual dictionaries, appealing to methods of distributional and componential analysis and suggesting the manner in which these can be fruitfully applied to solving the problem of lexical equivalence. Various issues in transformational generative grammar are analysed in order to shed light on a number of contentious issues in lexicography and the findings of psycholinguistic research into bilingualism are shown to have significant ramifications for bilingual lexicographers.

The goal of the first part of the thesis is therefore to demonstrate that bilingual lexicography has its own unique theoretical foundation: the notion that the equivalence relation, the very source of its endeavour, is an abstract entity and that the dictionary represents a model of "lexical competence" where the units of manipulation are artificially removed from contextual settings and constitute elements of "potential equivalence." It is the aim of the second part of the study to indicate how, in practical terms, the apparently unattainable ideal equivalence is at least approximated through the application of a special kind of methodology and the observance of a number of basic prerequisites. A detailed analysis of structural features is undertaken in order to reveal the special conditions which apply to dictionaries compiled for non-native users. Then specific problems of a differential nature are examined and model solutions proposed. An important chapter on regional variation is designed to show how this particu-

lar feature is dealt with in the Canadian context, although much of what is said would be applicable to other similar linguistic situations. Part II ends with a description of the application of computer technology to the editing of a bilingual dictionary; not only does automatic processing facilitate the accomplishment of repetitive and demanding tasks, but also it adds a measure of control over othewise elusive materials and enhances accuracy and consistency.

BECKETT AND HIS BILINGUALISM: THE WORD AS MASK AND MIRROR

WEHRINGER, Helen Maxwell, Ph.D.
City University of New York, 1979

Adviser: Professor Mary Ann Caws

This dissertation is a study of Samuel Beckett's language. To this end we analyzed *Watt*, a novel composed in English and translated by Ludovic and Agnes Janvier, and *L'Innommable* whose original is in French, self-translated by the author. It seemed imperative to take into account these variables in determining whether there were in fact essential differences between Beckett's English idiom and his adopted French idiom. Detailed analysis revealed that text and translation did not differ essentially and structurally, and that more significantly Beckett had fashioned an entirely new tongue. Like Joyce he found the contemporary mode of expression sterile and incapable of conveying the modern condition. Unlike Joyce he did not forge a synthetic language. Like Dante he drew upon the vernacular to enrich his writing, with the difference that the *Commedia* was composed entirely in a variety of Italian spoken dialects while the other works were written in the standard medium of the day, Latin. Beckett, on the other hand, has used the standard tongue both in French and in English simultaneously with colloquial homonyms.

The extent to which Beckett approaches Joyce's hermetic quality in *Finnegans Wake*, for instance, is according to the degree of slang he uses. Some words are well known and act as revealing masks, others are part of underworld jargon, or archaisms, and act as obfuscating masks. In either case Beckett's language mirrors the artist who has with virtuosity given added dimensions to the quotidian word.

That Beckett's vernacular should invariably be bawdy is a comic device to balance his saturnine vision. It also reveals many of Beckett's dualisms, his Manicheism, his verbal oscillation between "church and pub" (*Watt*), sacred and profane, tragedy and comedy.

Where word-play, or punning, appears lost in translation, it is invariably recaptured a few lines or a few pages below. The structure was rendered faithfully at the formal level of the novel, and more significantly at the linguistic level. Unlike Joyce's pattern which is circular, Beckett's is spiralling: his language and his novels progress in an interlacing manner, breaking out of the solipsistic circle. The word itself pursues its own cyclical odyssey questing for truth.

Order No. 7923778, 208 pp.

SOCIOLINGUISTICS

DIMENSIONS OF INTERACTIVE SPACE IN CLASSROOMS: A SOCIOLINGUISTIC STUDY IN BILINGUAL/BICULTURAL EDUCATION

FULLER, Georgia Whippo, Ph.D.
Georgetown University, 1977

This study reports observational data and analysis for twelve, new Spanish-speaking Latin American students with regard to their cultural/communicative adjustment to the class norms of four public elementary schools in the District of Columbia from January to June 1975. As a linguistic investigation into the social ecology of learning and adaptation, it benefited from the research data, tools, and insights of many other disciplines: anthropology, sociology, education, and psychology.

We began this study with the basic assumptions that language and other cultural behaviors are learned, patterned, and adaptive; that they are interrelated and interdependent; and that nonlinguistic factors, such as those reported by sociolinguistic variation studies, affect language. Using the perspectives and methodologies from the disciplines cited above and our 1973–74 classroom research, we developed an instrument for educational observation and analysis that described cultural behaviors in terms of five modes of interaction, one of which is the COMMUNICATIVE MODE (E). This instrument, Dimensions of Interactive Space in Classrooms (DISC), further subdivides the modes into dimensions and component parameters. The DISC was used in the classroom research to obtain a comparable data base from the observations of all twelve immigrant students. This data base was supplemented by information from unstructured interviews and questionnaires.

The data base collected with the DISC was quantified and displayed in implicational charts, graphs, and cross product analysis. The implicational chart, in particular, revealed an ordering of merger of the behavior of the new student with the class norm as recorded by modes of interaction. The cross product analysis displayed component parameters (or combinations of parameters) as constraints on mode merger. We found that merger with the class norm occurred first for the new students in the PERSON-ACTIVITY RELATIONAL MODE (C), the mode describing the students' involvement in the classroom structure. Merger during this period was aided by the accessibility to the new student of teacher-direction and Spanish, two component parameters. Adjustment to the class norm occurred next in the PERSON-PERSON INTERACTIONAL MODE (B), a mode describing the participants' involvement with each other. Merger during this period was promoted by the accessibility of interaction, including preverbal interaction, and Spanish. During both periods, the gamma constraint on merger related to the component parameters of Instructional Content. Based on the patterning revealed by the analysis, we predict that the COMMUNICATIVE MODE (E) will be the next focus of merger between the new student and the class.

Of the four constraints found by cross product analysis for the first two months, three can be controlled by the monolingual teacher. Therefore, an understanding of the modes of classroom interaction, the ordering of merger of those modes, and the constraints affecting merger will be of particular concern to the monolingual English teacher of non-English speakers. Because the student's native language is not the only constraint, or even the primary one, at least for the first two months, the bilingual teacher and the teacher with support ESL should supplement the language component through a similar understanding of modes, merger, and constraints.

Order No. 7802281, 284 pp.

DIFFERENTIAL LANGUAGE USE AT BURNT CHURCH, A BILINGUAL MICMAC INDIAN COMMUNITY OF EASTERN CANADA

VAN HORN, Lawrence Franklin, Ph.D.
City University of New York, 1977

Supervisor: Professor Francis P. Conant

This study is based upon fieldwork conducted from September 1971 through September 1972 at Burnt Church, a bilingual Micmac Indian Community in New

Brunswick, Canada. The subject of analysis is strategic language use according to the social meaning signaled by choice of language, that is, what messages are being communicated beyond strict semantic content.

Historical, ethnographic, and life-sketch materials are presented to show the past and present overall setting for bilingualism at Burnt Church. Data upon which the language-use analysis is based consist of life sketches of individuals, responses to a questionnaire for language attitudes, and descriptions of speech events from direct observation and from tape recordings of natural conversations.

It is suggested that stragegies to influence the behavior of the other speaker underlie choice of language. For example, switching to Micmac with Micmac constables appears to be a strategy to evoke egalitarian behavior from them, that is, to induce the constables to follow Micmac rather than English rules. In switching to Micmac, a constable signals that he will follow Micmac rules, and in the process, he affirms his community membership, even though as a policeman he has an outsider's position.

Interlocutors tend to share knowledge of the social rules associated with each language, Micmac and English. In their interactional strategies, individuals employ these rules, and the identification of such social strategies may then suggest why bilinguals choose one language over the other in various situations. The use of Micmac is congruent with local egalitarian values and the use of English with the values of the larger, hierarchical Canadian society.

The basic bilingual selection rules are given below. The use of such rules for strategies is seen in a variety of interactions, among which are those between citizen and constable, husband and wife, parent and child, and community member and chief.

Micmac demeanor rule: use Micmac with other Micmac bilinguals to signal equal status or solidarity and to evoke behavior considered congruent with Micmac values; *English demeanor rule:* use English with other Micmac bilinguals to signal differences of status or of social distance and to evoke behavior congruent with such differences.

It is shown that a complementary distribution exists within the community between the use of Micmac and English among the following domains of social interaction.

Micmac domains:	*English domains:*
home	school
folklore	church
work groups	commerce
local-level politics	higher-level politics

It is concluded that the recognition of basic social meanings for Micmac and for English, as reflected in interactional strategies and selection rules, is sufficient to account for complementary language use in a bilingual community like Burnt Church.

Order No. 77-24,898, 231 pages.

A SCHOOL-COMMUNITY SOCIOLINGUISTIC ASSESSMENT FOR DECISION-MAKING IN BILINGUAL EDUCATION

BIXLER-MÁRQUEZ, Dennis J., Ph.D.
Stanford University, 1978

The purpose of this study is to develop a viable sociolinguistic-assessment tool capable of identifying the language-maintenance and loyalty patterns of a bilingual community. It also addresses the question as to what degree the Spanish and English usage and preferences of a predominantly Mexican-American school staff and community differ. The information obtained from this assessment will facilitate the selection of a bilingual-education program (based on four alternative models) conducive to the maintenance of Spanish and English or a shift from one language to the other.

The small rural community of San Luis, Colorado was selected as the research site. A 53-item questionnaire was designed and, after its reliability and face validity had been established, it was administered in English and/or Spanish to a random sampling of 35 parents on an individual basis and to 37 educators on a group basis. The statistical procedure employed to compare the distribution of parents and educators was x^2.

The sociolinguistic profiles of parents and educators revealed the following salient characteristics.

- Both groups had relatively similar demographic ethnicity, birthplace, and place of parents' birth.
- Educators had a higher proficiency in English than parents.
- Parents had a better proficiency in Spanish than educators, except in literacy skills.
- Generally, different language usage and preferences were apparent across such societal domains as the home, mass media, judicial and medical services, and the church. Parents tended toward Spanish and educators toward English.
- Given a selection of bilingual-education programs, parents preferred a maintenance program and educators were divided between a partial and a maintenance program.

The community was observed to be maintaining its languages verbally. All societal domains, with the exception of the mass media, have services available in both languages. There is generally wide usage and demand for Spanish and English in most societal domains. The home language-usage pattern indicates that a shift from Spanish to English is beginning to take place. Grandparents communicate primarily in Spanish, the parent generation in both languages, and the children almost exclusively in English. The schools and mass media, plus socio-economic factors, appear to be largely responsible for the shift.

This study indicates that similar assessments should be conducted in other Mexican-American communities prior to the selection of a bilingual education program or when they experience conflicts over the maintenance of Spanish and its present role in education. The sociolinguistic characteristics of parents and educators should be identified even when both groups are predominantly Mexican-American. The introduction of bilingual-education programs should be less problematic when it is based on the results of a comprehensive sociolinguistic assessment of the school-community.

Order No. 7905819, 97 pp.

CODE-SWITCHING AMONG SPANISH-ENGLISH BILINGUALS A SOCIOLINGUISTIC PERSPECTIVE

HUERTA, Ana Graciela, Ph.D.
The University of Texas at Austin, 1978

Supervisor: Ben G. Blount

The purpose of this case study was to provide an extensive description of Spanish-English code-switching as it occurs in informal conversation held among family members. The objectives were 1) to discuss the issue of borrowing vs. code-switching 2) to describe the social functions, properties, and grammar of code-switching in given speech contexts 3) to describe sociolinguistic rules for code-switching in a biligual family and 4) to provide statistical descriptions of code-switching in informal conversations.

The subjects for this investigation were two Spanish-English bilingual families residing in El Paso, Texas. The data for the analysis consisted of a series of conversations held in the homes of each of the families. This study led to the following conclusions.

The first objective revealed that most single-item intrasentential code-switching is not properly characterized when it is described as borrowing or relexification. It is, rather, code-switching. The criteria for distinguishing between borrowing and code-switching rested on 1) the availability of an item in one or the other language and in the speaker's repertoire 2) consistency of usage of a particular item, and 3) integration of an item into the borrowing language.

In conjunction with the above it was also shown that most intrasentential code-switching is not due to the subject's not knowing the equivalents in the other language and that bilinguals are aware of when English/Spanish words are used in otherwise Spanish/English contexts, respectively.

With relation to the second objective, it was found that code-switching may

be used for emphatic purposes, for expressive purposes, or to change the mode of discourse from a casual to a more formal one. The analysis of those properties, or characteristics, which occur in code-switched discourse segments, revealed that intrasentential code-switching often consists of words which are repetitions of items previously mentioned in the discourse; words which are perhaps coined in one or the other language.

The grammatical analysis showed that code-switching occurred intersententially most often. Members within families, however, differ in their style of code-switching. One member, for example, may do more intrasentential switching in the form of nouns or phrases while the others may switch mostly between sentences.

The most salient fact found with relation to the third objective was that the male head of the family is always addressed in Spanish and never in English. It also appeared to be the case that certain topics, in particular those outside the home such as school or work, are discussed in English and thus often trigger a switch from Spanish to English.

Finally, the last objective revealed that approximately one-third of all speech produced in these bilingual families contained code-switching.

Order No. 7910976, 149 pp.

BILINGUAL AND CROSS-CULTURAL REFERENTIAL COMMUNICATION

MOLL, Luis Carlos, Ph.D.
University of California, Los Angeles, 1978

Chairman: Professor Thomas J. LaBelle

A referential communication task, in which one child described a [illegible]nt and another child tried to select it from a set of two, was used to investigate how Hispanic bilingual children modified their communicative behavior in response to listeners with differing characteristics. Specifically, 216 children were selected from four schools and divided into sets of "speakers" and "listeners." The 108 speakers chosen were all 8 to 9 years old, Hispanic, and bilingual. Listeners were older (11 to 12 years old) and younger (5 to 6 years old) than the speakers, and each age category included even sets of Hispanic English-speaking, Hispanic, Spanish-speaking, and Anglo children. This arrangement effectively situated the communication task in a variety of cultural and linguistic contexts for study.

The results indicated differences in communication accuracy (as measured by correct listener selection of target referents) due to the ambiguity of the messages given by the speakers. The children designated as speakers performed competently in a variety of situations. However, in two specific contexts, with (1) younger Anglo (English-monolingual) listeners and (2) older Hispanic Spanish-speaking listeners, these otherwise competent communicators performed comparatively poorly. Since the children's performance was significantly better in some contexts than in others, the possibility was considered that some sort of contextual interference affected the communication.

It was theorized that the speaker's lack of culture-contact and interaction with the younger Anglo listeners, in and outside the classroom, contributed to a low level of familiarity and practice with this particular communication situation, which, in turn, detracted from the overall ability of the speaker to handle the task. With the older Hispanic Spanish-monolingual listeners, it was theorized that the sociolinguistic requirements of the situation were perceived by the speakers as being outside their usual repertoire, which in turn led them to give a small number of messages of high redundancy ("tongue-tied"). This is a phenomenon common to bilingual speakers and is a reasonable interpretation in light of the knowledge of what regularly happens in this context.

The results of the present study indicate the importance of taking into account the context and social situation in which communication skills are assessed as an important determinant of performance.

Order No. 7820262, 119 pp.

BICULTURAL SHARING THROUGH BILINGUAL PAIRING: A DESCRIPTION OF THE LINGUISTIC AND ATTITUDINAL EFFECTS OF A CROSS-AGE RECIPROCAL BILINGUAL EXCHANGE PROGRAM

NUSSENBAUM, Gladys S., Ph.D.
New York University, 1978

Chairman: Professor Paul A. Cullinan

This study examined the effect of a reciprocal bilingual/bicultural Exchange Program on the attitudes and linguistic achievement of two groups of school children: teen-age Anglophones from a private secondary school, and a group of

fourth-grade, Spanish-dominant children in a bilingual program at a New York City public elementary school. The Exchange Program incorporated different ages, economic levels, ethnolinguistic groups, cultural lifestyles and type of schooling. The potential benefits to both groups were investigated and described.

Correlational data were obtained through quantitative analyses of the outcomes of the Exchange Program; the study also included qualitative assessments, by means of diaries, interviews and questionnaires. The major research questions and related findings encompassed the following points:

1. Do speaking and aural comprehension achievement scores in a foreign language show statistically significant gains over time when, in addition to formal classroom instruction, there are weekly face-to-face interactions with native speakers of the target language?

The empirical findings of the study show large gains on the Modern Language Association Level II Speaking and Listening Tests, compared to the scores of a Control group, in Spanish speaking and listening skills, after nine months of weekly sessions with native speakers of the language.

2. Will involvement in an ongoing Spanish-language Exchange Program with children from the Caribbean help reduce the ethnocentrism of Anglo-American participants? Will it affect their stereotypical judgments of speakers of Caribbean, vernacular Spanish?

While there was no statistically significant difference in the scores which rated vernacular speakers, over time, between the Experimental and Control groups, there were manifest trends that the participants in the Exchange Program had broadened their views of vernacular speakers of Spanish. Participants were more favorable in their estimates of the occupational level of Spanish-accented English speakers and they raised their ratings of Spanish speakers on certain personality traits after the treatment. However, the nine-month Exchange Program gives little statistical evidence of having changed the underlying attitudes toward speakers of vernacular Spanish. While differences in data on this "matched guise" instrument were not significant, personal accounts of improved attitudes and cross-cultural insights were described in the diaries and program evaluations of the participants.

3. Do the weekly interactions with older, Anglophone speakers of Spanish enhance the younger, Hispanic children's view of their own culture?

The data point to a significant improvement in the Dominican youngsters' ratings of their home-cultural symbols, after nine months of participation in the bilingual/bicultural Exchange Program. The Exchange Program appears to have had no effect on their already-positive view of the Anglo-American culture, which would indicate that the Dominican participants' enhanced cultural self-image was not at the expense of their feelings about the "mainstream" Anglo-American symbols.

Order No. 7824099, 167 pp.

CODE-SWITCHING AMONG BILINGUAL CHILDREN

ALVAREZ, Ana Isabel, Ph.D.
University of Massachusetts, 1979

Director: Professor Charles Clifton

The present study attempted to investigate code-switching among Spanish speaking bilingual children. An effort was made to discover sociolinguistic and grammatical parameters specific to two types of code-switching: code-mixing and code-changing.

Twenty fluent Spanish-speaking bilingual children between the ages of 6 to 10 years of age participated in the experiment. The subjects were encouraged to construct five stories following the structure suggested by five sets of color pictures. The speech was recorded, transcribed, and coded focusing on three main variables: code-switches (mixes and changes), social parameters (participant, topic, role, and setting), and grammatical parameters (parts of speech, clause boundary, adjective placement, repetitions, and hesitations).

The results indicated that a total of 902 clauses were produced. The sample made 3.4 times as many code-changes as code-mixes. The analysis of the code-mixes by grammatical form indicated that noun mixes were the most frequent. Most code-mixes ended a clause, and noun code-mixes were the most frequent of the code-mixes ending clauses. The anlysis of code-changes showed that code-changes starting at the beginning of the clause and ending at the end of the clause were the most frequent.

These results were interpreted as indicating that bilingual children construct and produce language, even when using their two languges interchangeably, by clauses as monolinguals do.

Order No. 8004893, 100 pp.

IV. CURRICULUM

READING AND LANGUAGE ARTS

A LONGITUDINAL EVALUATION OF THE EDINBURG BILINGUAL READING PROJECT

HORD, Larry Dean, Ph.D.
Texas A&M University, 1976

Chairman: Dr. Joseph Ilika

PURPOSE

Federal funding and the Bilingual Education Act of 1968 have provided for numerous bilingual education programs. The rationale for bilingual education is well supported by scholars who have studied language maintenance and acculturation as well as language acquisition and concept formation. A major problem encountered in bilingual education thus far has been program evaluation. The purpose of this study was to evaluate one of these bilingual programs using a method of longitudinal evaluation.

PROCEDURES

A class of students who received instruction in grades K-2 in the Region I Bilingual Reading Project in Texas comprised the experimental group. The control group was composed of 27 older siblings of the experimental group. The control group received instruction in the traditional school curriculum. Both groups had been administered the *California Achievement Test* biannually each year they were in school. *CAT* test data were reconstructed for both groups. The first *CAT* test that each S took at the beginning of his schooling was considered the pretest. The last test that each S took prior to January 20, 1974, was considered the posttest. Transformation of grade equivalent scores made comparisons possible. The five subject areas of the *CAT* analyzed are included in the following: (1) Vocabulary, (2) Comprehension, (3) Total Reading, (4) Language Usage and Structure, and (5) Spelling.

A series of graphs was constructed. Grade equivalent scores for the two groups were plotted in order to provide a visual comparison of the educational growth of the Ss.

RESULTS

Ss in both groups earned higher achievement scores on the posttest than on the pretest. But the experimental Ss made consistently higher scores on the five subject areas covered in the posttest. The achievement level was not significantly higher for the experimental group. However, the Educational gain in the five subject areas was statistically higher for the experimental group with the exception of vocabulary gain.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were reached as a result of this investigation.

(1) Ss who received instruction in the bilingual curriculum reached achievement levels in vocabulary, comprehension, total reading, language usage and structure, and spelling that were equal to or better than the achievement levels reached by their older siblings who received instruction in the traditional school curriculum;

(2) Bilingual instruction was significantly better in producing educational gain in the subject areas of comprehension, total reading, language usage and structure, and spelling.

Further research is recommended in the following areas:

(1) Within the next year or two these same Ss should have a follow up study. More recent test data should be collected and analyzed and their results should be added to the findings of this study in order to determine whether the experimental Ss will level off or will continue to gain;

(2) Researchers should attempt to persuade administrators of bilingual programs to collect data relative to changes in attitude of Ss in order to better evaluate the effective qualities of bilingual education;

(3) Further investigation should make use of reconstructed test data and should include the longitudinal dimension in the research design in order to develop more sophistication for this method of evaluation; (4) Further studies should be primarily concerned with the educational growth and development of the child rather than with achievement at a particular grade level.

Order No. 76-20,594, 225 pages.

PAIRED-ASSOCIATE LEARNING WITH SPANISH AND ENGLISH MEDIATION IN A BILINGUAL POPULATION

FREYTES-DIEPPA, Celeste, Ed.D.
Boston University School of Education, 1977

Major Professor: Sue Allen Warren

Many bilingual (Spanish-speaking) children read below expected level in English. One of the prerequisites necessary for learning to use both spoken and written language effectively is the ability to associate, remember and retrieve verbal information. Paired-associate (PA) tasks such as those used in many experimental learning studies have similarities to verbal learning school tasks such as learning capitals and their states, a person's first name with last name, letters with their sounds. Verbal mediation is reported to facilitate such learning. This study was designed to determine whether verbal mediation facilitates verbal learning in bilingual children, and if so, whether English or Spanish is more helpful.

It was hypothesized that bilingual children would: (1) Take less trials on those lists where mediation was provided; (2) Differ in trials required for acquisition and in recall when given the Spanish mediation and the English mediation lists, (3) No significant sex differences would be found in the acquiring and recalling of the PA lists, and (4) Those children who are predominatly English proficient, as measured by the WISC Vocabulary subtests, would perform better when presented with English mediation, and those who are predominantly Spanish proficient will perform better when rpesented with the Spanish mediation on the paired-associate lists. The Vocabulary subtest of the WISC was administered in English (1949 revision), and in Spanish (1951 revision) to determine language proficiency.

A paired-associate list of 15 English nouns was presented to 12 males, 12 females. Mean chronological age was 11.2, with a standard deviation of 5.66. All children had been exposed to bilingual education, and were able to converse in both English and Spanish. The 15 paired-associate nouns were subdivided into three lists (A, B, and C). Each list was available under three conditions: (1) Without mediation, (2) Spanish mediation, and (3) English mediation. A mediation sentence for a pair of nouns in English was constructed for each paired associate. The mediation sentence was then translated into Spanish except for the pairs of English nouns to be learned. All three conditions were presented to each of the 24 subjects. The list without mediation (either A, B, or C, as determined by random assignment) was always presented first. The lists with Spanish and English mediation were counterbalanced for choice of language presentation.

Each child learned all PA lists in a single session. After being exposed to the

entire list once, children were instructed for all subsequent exposures to anticipate the response noun upon presentation of the stimulus. The number of trials required to reach the criterion was used as the score. Recall of the correct response to stimulus nouns was tested 24 hours after learning.

Analysis of variance indicated that mediation significantly improved the learning of the PA list, $p < .001$. The Newman-Keuls test was used for specific comparison of Spanish versus English mediation. Results indicate that learning with English mediation was superior to no mediation and to Spanish mediation. For lists presented with mediation (combining both English and Spanish) girls required significantly fewer trials to learn than the boys, $p < .05$. The number of trials needed to reach criterion, type of mediation and sex were not significantly related to recall. Sign tests performed on both the number of trials to criterion and recall scores indicated that regardless of language proficiency, the subjects did better on the lists presented in English. Forty-six percent of the total responses were correct. Analysis of incorrect responses indicated that the children recalled words from the lists, but frequently did not make the correct association. Analysis of language preference, as indicated by the difference in scores on the WISC Vocabulary in Spanish and English did not provide evidence that Spanish proficient children learned the Spanish lists better than lists presented in English.

Discussion of findings reviewed alternative explanations for results. Kolers (1966) single-storage versus shared-storage system was considered as a possible explanation, but there was insufficient evidence to reach a conclusion. It was concluded that these children had the ability to learn, remember, and retrieve verbal information, but additional research with mediation is required to explore the reading problems of bilingual children.

Order No. 77-21,641, 68 pages.

LANGUAGE AND READING FACTORS AS INDICATORS OF ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES FOR STUDENTS IN A BILINGUAL EDUCATION PROGRAM

GOSLIN, Robert Dilwyn, Ph.D.
The Pennsylvania State University, 1978

Adviser: Lester S. Golub

PURPOSE

The purpose of this research was to study the interrelationships of oral/aural language proficiency, reading ability, and subject-matter achievement in science and social studies in limited English speaking ability Puerto Rican students

enrolled in a bilingual education program. The following research question was asked:

> To what degree can oral/aural language ability in Spanish and English be used as an indicator of (1) reading ability in Spanish and English, and (2) achievement in science and social studies tested in Spanish and English?

PROCEDURES

The 120 students in this study were divided into five test levels: level I (grades one and two), level II (grades three and four), level III (grades five and six), level IV (grades seven, eight, and nine), and level V (grades ten, eleven, and twelve). A Foreign Service Institute type instrument was used to determine oral/aural language proficiency in Spanish and English. Content-valid instruments in parallel English/Spanish form were developed for assessing the students' subject-matter achievement in science and social studies (grades three through twelve). Reading ability was measured by using the parallel Spanish/English versions of the Inter-American Series reading tests.

There were four hypotheses, each dealing with a particular subgroup of the total 120 students tested. The first hypothesis stated that more than half of the students whose oral/aural language proficiency was average or above both in English and Spanish would score as well or better when their reading ability was tested in English than when tested in Spanish. The second hypothesis stated that less than half of the students whose oral/aural language proficiency was average or above in Spanish but average or below in English would score as well or better when their reading ability was tested in English than when tested in Spanish. The third hypothesis stated that less than half of the students whose oral/aural language proficiency was average or above in Spanish was average or below in English would score as well or better when their subject-matter achievement was tested on the English forms of the parallel social studies and science instruments than when tested on the Spanish forms. The fourth hypothesis stated that less than half of the students whose oral/aural language proficiency was average or above in Spanish but average or below in English and whose reading score was in the 50th percentile or better in Spanish and less than the 50th percentile in English would score as well or better when their subject-matter achievement was tested on the English forms of the parallel social studies and science instruments than when tested on the Spanish forms. In addition to the four hypotheses six ancillary questions were asked to further clarify the interrelationships among the eight variables studied in this research.

RESULTS

Statistically significant correlations were found at each of the five levels tested.

Oral/aural language proficiency in English was found to be the strongest indicator of achievement in science and social studies. The second strongest indicator of subject-matter achievement was reading ability when assessed in Spanish.

Order No. 7818758, 166 pp.

AN EVALUATION OF BILINGUAL/CROSS-CULTURAL EDUCATION IN THE PASADENA UNIFIED SCHOOL DISTRICT AMONG SPANISH-SURNAMED STUDENTS AT THE KINDERGARTEN, FIRST, SECOND, AND THIRD GRADE LEVELS, WHO ARE NON-ENGLISH SPEAKING/LIMITED ENGLISH SPEAKING

GUILLERMO, Ida Ferguson, Ph.D.
University of Southern California, 1978

Chairman: Professor Smith

The purpose of the study was to investigate the effectiveness of bilingual education in promoting academic achievement, and the development of selected personal characteristics in young children. This study focuses on three general areas: reading achievement, self-concept, and creativity.

Two groups of 25 students were involved in the study. One group was from bilingual classes and the other was from monolingual classes. The study was concerned with whether there was a difference in academic, social, and personal development between the two groups. An ancillary area of concern of this study was the influence of the home background and parental attitudes on the above areas of investigation, and the manner in which those factors not directly under the control of the school may affect the students' progress.

The students in both groups were tested at the beginning and at the end of the school year of 1976–77. Testing was done in the area of reading achievement, self-concept, and creativity, using assessment tools in both English and Spanish. Testing was done in Spanish with the study (bilingual) group and in English with the comparison group. In addition to the testing, personal interviews were conducted in the home with parents from both groups.

The study indicated that while there was wide variability in the performance of the two groups on pre- and posttests, no significant differences were identified in amount of gains during the period of this study. The similarity of the two groups was further supported by the personal interviews with randomly selected parents from both the study and the comparison groups.

From the investigation, it appears that in order for the process of bilingual education to continue and develop as a vital part of our educational systems, modifications are needed in the implementation of the various types of programs. Also, it is this investigator's impression that if bilingual education is to be successful, commitment on the part of the school staff and the community is essential.

Further research is needed which will evaluate the methods and materials used in the implementation of these programs. Longitudinal studies with students in primary and elementary grades would also reveal valuable data on the growth and development of students in the early school years.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

EFFECTS OF BILINGUAL EDUCATION ON THE COGNITIVE CHARACTERISTICS OF THE SPANISH SPEAKING CHILDREN IN CHICAGO PUBLIC SCHOOLS

MERLOS, Ramon Luis, Ph.D.
Loyola University of Chicago, 1978

This study was designed to find and analyze the effects of bilingual education on the mathematics and reading of Spanish speaking children in Chicago Public Schools. Two schools were randomly selected from a list of sixty schools which had a bilingual program for fiscal year 1974–75. These schools had at least 50 percent Latin enrollment. The two schools had each a control and an experimental group with 386 students at the beginning of the study, and 360 students at the end of the experiment.

All the students in the study were pretested at the beginning of the school year using the Comprehensive Test of Basic Skills (CTBS) to test the students in Reading, and the Bilingual Test Battery (BTB) to test them in Mathematics. After the pretesting was completed, the experimental groups were taught bilingually (English and Spanish) for a period of eight months, while the control groups were taught monolingually (English) for the same period of time. At the end of the eight month period, all the students in the experiment were posttested using the same instruments to obtain the Reading and the Mathematics scores.

The difference between the means of pre- and posttest scores was designated as gain. These gains were subjected to One-Way Analysis of Variance to determine whether nonrandom variation existed in any of the comparisons. Those comparisons which showed a variation which was significant at a probability of less than 5 percent were further analyzed by use of a t-test to enable specific

comparisons of control and experimental groups to be made so that the source of the variation could be pinpointed.

The results of the study were not conclusive, and therefore, no generalization can be made. School one, which was in its second year of operation of a bilingual program, showed no significant variation in Reading, but showed a significant difference between the control and the experimental groups in Mathematics for the first grade. In this instance, the experimental group had significantly higher scores than the control. However, no significant differences were noted for the second, third, and fourth grades.

School two, in its first year of operation of a bilingual program, presented two significant differences between the control and the experimental groups in Reading for the third and fourth grades. In addition, school two presented significant gains between the control and the experimental groups in Mathematics for the second, third and fourth grades. In all these instances the experimental groups had significantly higher scores than the control.

The study showed that, in general, the effects of bilingual education for the two schools in question were positive or neutral. It showed no negative effect in any of the cases. It is recommended that more studies be conducted with more schools and with higher grade levels, as well as more investigations with schools that have had a bilingual program in operation for longer periods of time.

Order No. 7815877, 177 pp.

EFFECTS OF BILINGUAL EDUCATION ON LANGUAGE USE AND LANGUAGE PREFERENCE OF FOURTH-GRADE MEXICAN AMERICAN CHILDREN IN FOUR BILINGUAL EDUCATION PROJECTS IN TEXAS

PÉREZ, Ernest, Ph.D.
The University of Texas at Austin, 1978

Supervisor: Mark Seng

This study examined the effects of Spanish-English bilingual education on the language use and language preference of fourth-grade Mexican-American students in four bilingual education projects in Texas. The project sites were located along the Lower Rio Grande Valley, along the Texas-Mexican border in southwest Texas, central Texas and in north Texas.

A total of 168 fourth-grade Mexican-American students were administered a Language Use Survey developed by Hoffman (1934) and modified by Mackey

(1972) to measure bilingualism in the domains of the home, neighborhood, and school.

The findings showed that:

1. Inferences regarding program type and language use were not possible. Since most of the observed differences between sites were accounted for by the geographical location of the site, it was difficult to infer any specific effects as a result of the bilingual program.

2. The bilingual projects in the study appeared to have the effect of increasing the use of Spanish among its Spanish-English-speaking participants as compared to the control group.

3. The students in the bilingual programs reported an increase in the frequency of Spanish used in the domains of the neighborhood and home. Both groups reported using English and Spanish in both domains; however, the bilingual program participants reported using slightly more Spanish than English in the home, whereas the converse was true for the nonbilingual program participants. Both groups reported using slightly more English than Spanish with peers in the neighborhood domain.

4. Results of the self-reported responses showed that students in the bilingual programs perceived themselves as being more proficient in Spanish than was reported by their counterparts.

Order No. 7920187, 214 pp.

COGNITIVE DEVELOPMENT OF LANGUAGE, READING & MATHEMATICS IN A BILINGUAL/BICULTURAL PROGRAM

SAENZ, Erasmo Andres, Ed.D.
Texas A & I University, 1978

Adviser: David L. Zufelt

PURPOSE OF THE STUDY

The purpose of this study was to assess inter-group growth in the cognitive development of language, reading and mathematics utilizing two basic groups of children participating in the Bishop Consolidated Independent School District's bilingual/bicultural education program for a period of five consecutive years.

SUMMARY

Bilingual/bicultural education program directors are required to annually evaluate their instructional programs. Longitudinal analysis of cognitive growth in bilingual/bicultural education programs can provide a model for analysis that enhances the credibility of these programs. This study involved the selection of a bilingual/bicultural program in a Texas public school that had been implemented and maintained prior to mandatory bilingual/bicultural education.

The Bishop CISD program originated during the 1972–73 school year when the district applied for and was funded through Title VII sources. Focusing on the cognitive development of language, reading and mathematics in a bilingual/bicultural environment enabled this writer to extend the study for five consecutive years. Year to year data generated from the verbal, non-verbal, numerical and total subtests of the *Inter-American Tests of General Ability* were collected, computed and analyzed for the five year period. Complementary data were derived from the vocabulary and comprehension components of the *Gates-MacGinitie Reading Tests*. Additional data were drawn from the reading and mathematic subtests of the *California Achievement Tests*. The data from *Inter-American Tests of General Ability* served as the basis for the study.

CONCLUSIONS

The following conclusions can be drawn from the final analysis and applied to cognitive development in selected content areas. (1) The Bishop Consolidated Independent School District continues to annually assess inter-group growth of all children in the bilingual/bicultural education program. (2) The educational alternative specifically designed to meet the unique individual instructional needs of limited English speaking ability (LESA) children appears to be feasible. (3) The bilingual/bicultural program children were able to maintain comparable or grade level achievement with children in the regular school program. (4) Continued systematic data collection and subsequent analyses should assist bilingual/bicultural program directors to better understand the interrelatedness of English and Spanish when used as mediums of instruction. (5) The cognitive development of language, reading and mathematics can be qualitatively measured when the tools of analysis are adequately applied.

Order No. 8003352, 84 pp.

THE DEPENDENCY RELATION BETWEEN ORAL LANGUAGE AND READING IN BILINGUAL CHILDREN

CHU-CHANG, Mae, Ed.D.
Boston University School of Education, 1979

Major Professor: Dr. Maria Estela Brisk

The purpose of the present study was to investigate the proposed dependency relation between oral language and reading.

Since the 1950's when linguistic theory was applied to reading, the assumption has been that reading draws on the same linguistic competence underlying listening and speaking. Bloomfield (1942) and Fries (1962) regarded learning to read as an act of establishing the grapheme-phoneme correspondence. Once the transfer to a phonemic string was made, the message was decoded. Developments in the field of linguistics have brought corresponding changes in the theories of reading. Goodman's (1970) model of reading as a psycholinguistic guessing game was influenced by Chomsky's (1965) transformational generative grammar and the findings of Stevens and Halle (1967) that listening is a process of analysis-by-synthesis. The assumption was that reading and listening are parallel processes.

Bilingual educators have attributed reading failure, in children who are limited in their knowledge of English, to the incongruency between the child's spoken language and the language which he is taught to read. The assumption has been that reading is dependent on an existing oral language repertoire.

In the present study, Cantonese speakers learning to read written Chinese were used to test the above assumption. They are ideal subjects since in Chinese there is no correspondence between individual grapheme and phoneme, and therefore, this factor is naturally controlled for. Furthermore, the Cantonese spoken dialect is different lexically, in many cases, from the written Chinese.

The three hypotheses tested were: (1) That accuracy in reading for the meaning of words will be higher for words which are congruent with the vernacular of the reader than words which are incongruent; (2) That words which are incongruent with the vernacular of the reader will require longer processing time due to the presence of an additional translation process from the other language to the child's vernacular; and (3) That reading comprehension scores on written prose passages which are congruent with the vernacular of the reader will be higher than passages which are incongruent.

The questions addressed were experimentally tested first using a word-comprehension paradigm and then the Cloze procedure for reading comprehension of prose passages. The subjects were fourth and fifth grade Cantonese students in a Chinese bilingual program from an inner city public school system. The performance of good readers was compared to that of poor readers on the tests.

Results supported the first and the third hypotheses at .05 level and .005 level respectively. Reading of words as well as prose passages was easier when the written materials were congruent with the vernacular of the reader. In addition, this was found to apply to the good readers as well as the poor readers. The hypothesis that a translation process was required for incongruent words and passages into the vernacular was not supported. There were no significant differences in response time dependent on type of material. The findings were discussed in relation to a model of monolingual vs. bilingual reading.

The implication for reading instruction and bilingual education is that reading should be taught in the reader's native language. Intensive oral language training in the second language is recommended before teaching reading in that language.

Order No. 8005239, 116 pp.

A STUDY OF THE DEVELOPMENT OF SYNTAX AND PIAGETIAN OPERATIONAL THOUGHT IN ARABIC-ENGLISH BILINGUALS

EASSA, Mohamed Rifky, Ph.D.
University of Kentucky, 1979

Directors: Dr. Henry P. Cole
Dr. Logan L. Green

The purpose of this study is two-fold. First, it aims to find out the relationship between the development of operational thinking and the development in the comprehension of syntax in the two languages of Arabic-English bilingual children. Second, it tries to explore the effect of increasing exposure to the second language on the development of the native one, even if numerous syntactic dissimiliarities between the two exist.

Two groups of middle class children, whose fathers were college graduates, were used. One group was studying English as a second language for 45 minutes a day in Egypt. The other was immersed in an English program, as they came to U.S.A. at the age of 5 or 6 and attended an English language school. They were instructed totally in English inside the classroom and even practiced it outside the classroom. Both groups were in grades one through three. The children were administered two kinds of tests. The first served the purpose of predicting the operational thinking level of the children so as to classify them as operational or non-operational. The second was used to assess the development in the

comprehension of syntactic structures in Arabic, English and across the two languages.

A five-way analysis of variance design was used for the testing of the multivariate hypotheses of the effects of operational level and exposure to the second language in the form of curriculum type and grade level, controlling for the gender and age effects.

Results of the analysis showed a significant difference between children classified as operational and children classified as non-operational in their performance on the syntactic comprehension tests used in the study. The operational children tend to have the higher scores. For the effect of the intensity and duration of exposure to the second language (curriculum and grade level) on the performance of the children on the Arabic syntactic tests, three sources were used. These were grade by curriculum interaction, grade level, and curriculum type. The significance of the grade by curriculum interaction indicated that the effect of the variables was cumulative, since scores on the Arabic syntactic comprehension tests depended not only on whether the child had been taught in a partial curriculum or an immersion curriculum, but also how long that teaching had been going on.

The increasingly working exposure to the second language did not hinder the development of the native one in terms of syntactic comprehension. It promoted the understanding of more complex syntactic structures in both, when this complexity was seen in the case grammar model.

Order No. 7927671, 247 pp.

CONTENT FIELDS

A RATIONALE FOR A BILINGUAL APPROACH TOWARD THE DEVELOPMENT OF MULTI-LINGUAL SKILLS WITH A SYSTEM OF SIMPLIFIED SHORTHAND

HANDY, Raymond Thomas, Ed.D.
Auburn University, 1977

Director: Harry E. Frank

The major concern of this study is the development of a theoretical framework on second language learning for adults. The interrelated concern is the utilization of shortland as an instrument for learning in order that adult learners may acquire multi-lingual skills while learning the second language.

More specifically, the study is designed to examine several strategies by which adult learners may develop: 1. Multilingual skills while learning a second language. 2. Acceptable speed in writing shorthand for American Standard English and the Saigon Dialect of the Vietnamese Language. 3. Competence to produce accurate oral and written translations of the two languages.

The activities performed in constructing this theoretical framework are as follows: 1. To associate several authoritative emphases on the general outlook of second langauge learning. 2. To present related ideas on the writing process with a focus on the possibility of strengthening symbolic reasoning. 3. To analyze various aspects of serial-ordered and paired-associated concepts for strengthening verbal behavior. 4. To identify, interrelate, and explain some procedures for acquiring multi-lingual skills through second language learning. 5. To develop a pattern of shorthand for the Saigon Dialect of the Vietnamese Language using the Simplified System of Gregg's Shorthand.

The principal task of the study is concerned with formulating a rationale for an auditory-visual-kinesthetic approach. This arrangement is pursued in order that adult learners could fully utilize their mental, emotional, and physical characteristics in a learning process of developing language skills. On the basis of the evidence provided: 1. The ideal learning theory involves several verifiable concepts from serial-ordered and paired-associated experimental factors. 2. The relevance for the skills development denotes that adult learners will respond favorably to this type of learning theory. 3. The system of pattern practices is most likely to provide enduring retention and freely operative recall in second language learning.

Order No. 77-24,496, 326 pages.

BILINGUAL EDUCATION: THE EFFECTS OF SELECTED VARIABLES ON THE ACHIEVEMENT IN SELECTED SCHOOL SUBJECT AREAS OF MEXICAN AMERICAN FIFTH- AND SIXTH-GRADE STUDENTS

TANGUMA, Ramon Hector, Ph.D.
The University of Texas at Austin, 1977

Supervisor: Carl R. Ashbaugh

The study was conducted in an elementary school in a small, rural, Mexican American community in South Texas. The study set out to discover whether or not Mexican American fifth- and sixth-grade pupils achieve significantly more in

language arts, mathematics, and reading while under bilingual instruction than while under all-English instruction. A standardized norm-referenced test was utilized to pre- and posttest pupils under both types of instruction. Pupils did achieve significantly more under bilingual instruction than under all-English instruction in the three subject areas. It remained to find out if achievement gain scores under bilingual instruction could be attributable to the three other predictor variables: socioeconomic level, quality of teacher planning, or parental involvement. Analyses of variance indicated that these other predictor variables did not significantly influence achievement gain scores. The results of the study had many implications for administrators and supervisors. One implication was in the area of decision making. The study strongly suggests that bilingual instruction as a teaching methodology could be used effectively with Mexican American fifth- and sixth-grade children, a segment of the pupil population which in the past had not succeeded academically in a traditional curriculum. The study concluded that in language arts, mathematics, and reading, pupils under bilingual instruction achieved significantly more than pupils under all-English instruction regardless of socioeconomic level, quality of teacher planning, or parental involvement. Among the many conclusions of the study is the suggestion that bilingual education may be implemented initially at the upper elementary level (grades 5 and 6) of the elementary continuum with positive results.

Order No. 77-29,106, 359 pages.

NAVAJO/ENGLISH BILINGUAL-BICULTURAL EDUCATION: AN EVALUATION

TURK, Toni Richard, Ed.D.
Brigham Young University, 1977

Chairman: Milford Cottrell

The purpose of this study was to determine the degree to which San Juan School District met the objectives of the Navajo/English Bilingual-Bicultural Program during the 1976-1977 school year.

The Comprehensive Test of Basic Skills was administered to students in grades K-6 on a pre and post-test basis. Different questionnaires were administered to principals, non-Title VII teachers and aides, Title VII teachers and aides, and community representatives.

Findings revealed that Anglo and Navajo students in Blanding achieved the normally expected grade gain in all of the tested content areas. Ute students in

Blanding and Navajo students in Bluff, Mexican Hat, and Montezuma Creek failed to achieve the normally expected grade gain in the tested content areas of language and reading. All categories of questionnaire respondents supported the goals of bilingual education, but there was a division of opinion between Navajo and non-Indian respondents as to the best approach to achieving it. In general, Navajo respondents gained the most from the workshops.

Order No. 7804912, 307 pp.

ANALYSIS OF THE FACTOR STRUCTURE OF SELECTED ABILITIES AND PREDICTION OF SCIENCE ACHIEVEMENT FOR SPANISH-BILINGUAL CHILDREN TESTED IN SPANISH

WANOUS, Donna Sue, Ph.D.
New York University, 1977

The purpose of this study was to integrate portions of Guilford's structure-of-intellect model (SI) with theories concerning bilingual cognitive abilities in order to explore the organization of cognitive abilities and the relation of specific abilities to achievement for English-Spanish-bilingual children. Specifically, this research compared the structure of nine cognitive ability tests taken from Guilford's SI model when given in English and Spanish. The nine tests measured the following abilities: convergent production of semantic material, convergent production of figural material, and divergent production of semantic material. It was hypothesized that the two factor structures would differ with the factor structure based on the Spanish tests resulting in more distinct factors and accounting for more total variance. The resulting factor structures were then used to predict science achievement as measured by the science subtest of the Metropolitan Achievement Test (MAT). It was hypothesized that better prediction would result from the Spanish test battery.

The sample consisted of 194 seventh and eighth graders enrolled in a bilingual program in a large metropolitan area. All students were able to read and write in both Spanish and English.

The 194 students wre randomly assigned to take either the Spanish or the English version of the SI test battery. Next, the two language test groups from the SI test battery were randomly assigned to take the MAT science subtest in Spanish or English. The results from the Spanish and English SI testings were factor analyzed separately using principal factors with squared multiple correlations as communality estimates and rotated to a varimax solution. The resultant factor solutions were then matched using Tucker's coefficient of congruence. Factor scores were computed for each student based on their SI test group.

These factor scores were then used as predictors in two multiple regression analyses to predict science achievement.

The two factor structures were different although neither replicated Guilford's model. The factor structure based on the English test battery yielded a Verbal-Ability factor, a Spatial-Ability factor, and a Relational-Ability factor. The Spanish factor structures was composed of three factors: Convergent-Verbal-Spatial Ability, Divergent-Semantic Ability, and Sequential-Reasoning Ability. The Spanish solution did not account for more total variance than the English solution (43% versus 52%), although it more closely approximated simple structure.

Regarding the prediction of science achievement, both multiple regression analyses yielded significant multiple *R*'s. The multiple *R* based on the English SI battery was .36 and the multiple *R* based on the Spanish version was .41. Although these were significant, the amount of prediction was low. Several explanations for this result were offered. The multiple regression analysis based on the Spanish factor scores did not account for significantly more total variance than the English factor scores did (17% versus 13%). In both solutions spatial ability was an important predictor of science achievement.

There were four major findings in this study. First, the cognitive abilities of bilingual children are multidimensional in structure. Second, the organization of these abilities is different from that hypothesized by Guilford's model. Third, the organization of these abilities is different when the student is tested in Spanish versus when tested in English. Fourth, the most important predictor of science achievement for both groups is a spatial ability factor followed by a divergent ability factor for students tested in Spanish.

Recommendations for educational practices included emphasizing divergent tasks with spatial material in science, testing in both languages at the diagnostic level, development of individualized instruction that uses a multidimensional definition of ability, and the use of more open-ended type of test questions.

Order No. 7803039, 137 pp.

DEVELOPMENT AND PRELIMINARY FIELD TESTING OF A GENERAL BIOLOGY LABORATORY MANUAL DESIGNED FOR BILINGUAL (SPANISH-ENGLISH) INSTRUCTION AT THE COMMUNITY COLLEGE LEVEL

LORENZO-O'NEILL, Conchita, Ed.D.
Temple University, 1978

Interest in this study originated from the investigator's experience of teaching General Biology in the bilingual program at Community College of Philadelphia

(CCP). Experience indicated that the students could not follow directions in the laboratory manual written in English. Much of the laboratory time was spent by the instructor explaining what the students were to do. The students seemed discouraged and too dependent upon the instructor. The overall achievement of the students in the course was poor.

Since these students are enrolled in a bilingual program with a transitional emphasis (uses the native language only until the students become proficient in English), the investigator proposed to design and field test a laboratory manual that begins in Spanish and gradually moves into the English language.

This was a descriptive study because the population was small and also there was no control group. The main purpose of the study was to find out if this kind of instructional material could help the students understand directions and complete their laboratory work, become more interested in biology and therefore improve their overall achievement in the course.

The investigator field tested the laboratory manual with a group of 22 students enrolled in the bilingual program at CCP. For the lecture portion of the course, Spanish was the medium of instruction. For the laboratory work the students used the laboratory manual prepared by the investigator. The academic achievement of this group was subjectively compared with a previous group that took the course with the same instructor but used a laboratory manual written in English.

This study is unique in that it involves the development of a kind of bilingual instructional material that is different. None of the bilingual instructional materials presently available in the United States are written to enable students to make a gradual transition from their native language to English.

The findings of this study appear to support the following conclusions: (1) The main objectives of the study were successfully accomplished. The students demonstrated that they understood the biology content of the course by their performance in the laboratory practical examinations and by their overall achievement in the course, which was much better than in the comparison group. (2) The study was successful in developing more student interest in biology. Their self-image of how they were able to achieve in biology improved an average of 6 score points as measured by the Q sort method. (3) For the laboratory work, if one starts teaching with materials that the students understand in their native language (Spanish) and then gradually moves into a different language (English), the students build up self-confidence in their ability to do laboratory work, can be motivated to work on their own, and trained to follow written directions.

For this particular group of students, the transition time from Spanish to English seemed to be appropriate. It might be due to the fact that most of the students in the course were concurrently taking 2 or 3 English-as-a-second-language course.

The investigator recommends that this laboratory manual continue to be used

by other instructors for the bilingual biology course at CCP. Also that a replication of this study be conducted using the same laboratory manual with groups of students having similar characteristics to the ones of the population used in this study. In this way it can be determined if this kind of approach to bilingual instructional materials is effective for community college students. Additional ways should be sought to build up self-confidence in these students.

Order No. 7910010, 150 pp.

THE INFLUENCE OF BILINGUAL INSTRUCTION ON ACADEMIC ACHIEVEMENT AND SELF-ESTEEM OF SELECTED MEXICAN-AMERICAN JUNIOR HIGH SCHOOL STUDENTS

POWERS, Stephen, Ph.D.
The University of Arizona, 1978

Director: Herbert B. Wilson

The reported influence of bilingual education on academic achievement and self-esteem has been inconclusive and inconsistent. Previous research on the influence of bilingual education on academic achievement could be organized into three categories: (1) those studies which show a favorable effect of bilingual education; (2) those studies which show no effect of bilingual education; and (3) those studies which show a detrimental effect of bilingual education.

The present study was designed to determine if there were significant differences in academic achievement and self-esteem between students who had participated in a bilingual education program and a similar group of students who had not participated in any bilingual education program. Selected family background factors related to achievement and self-esteem were also investigated.

The sample for this study consisted of 87 Mexican-American junior high school students: 44 students had participated in a bilingual education program and 43 had not participated in any bilingual education program. The students attended school in an urban school district located on the Mexican-American border.

The following are the dependent variables in this study and the measures used to determine them: (a) general academic achievement was measured with grade point average at the end of the first-semester of the seventh grade; (b) reading comprehension was measured with the Reading Comprehension subtest of the *Stanford Achievement Test* and the Comprehension subtest of the *Gates-MacGinitie Reading Test;* (c) mathematical computation ability was measured by the

Mathematics Computation subtest of the *Stanford Achievement Test* and the Arithmetic subtest of the *Wide Range Achievement Test;* and (d) self-esteem was measured by the *Self-Esteem Inventory*. Family background factors studied were school entry language, home language, occupational classification of the head of the household, and the educational level of the head of the household.

The results of the data analysis indicated that bilingual program students were not significantly different from non-bilingual program students on any of the six dependent measures. During this study of bilingual education, it was discovered that the bilingual program students and the non-bilingual program students differed on the frequency with which they spoke English and Spanish. This difference appeared to exist prior to the participation in the bilingual education program. Therefore, a conclusion about the influence of bilingual education on academic achievement and self-esteem was not possible.

Socioeconomic status accounted for a significant amount of variance in academic achievement, and it was concluded that socioeconomic status was a significant factor that should be controlled in future studies of bilingual education. School entry language and home language were found to be correlated with reading comprehension in English and grade point average.

Order No. 7811518, 126 pp.

A COMPARISON OF THE ACQUISITION OF PIAGETIAN CONSERVATION CONCEPTS AND THE ATTAINMENT OF MATHEMATICAL SKILLS BY BILINGUALLY EDUCATED BILINGUAL SECOND GRADE CHILDREN AND MONOLINGUALLY EDUCATED BILINGUAL SECOND GRADE CHILDREN

SALVIANI, Candida, Ed.D.
New York University, 1978

Chairman: Professor J. Theodore Repa

There has been a great deal written on bilingualism and its effects on intelligence. Although originally it was generally thought that bilingualism was detrimental to intellectual accomplishment, more recent researchers have shown that true bilinguals may actually possess intellectual advantages over monolinguals. Since the Bilingual Education Act of 1968, bilingual education has become a reality for a great many bilingual students.

Although research has been done on bilingual education, Piagetian theory has usually not been part of that research. Since Piaget's notion of conservation has been shown to correlate with academic achievement, it was decided that by testing for concepts of conservation it could be determined whether or not bilingual education was particularly beneficial for bilingual children. If it could be shown that bilingual education is conducive to the bilingual child's achievement of conservation concepts, it could then be assumed that bilingual education is beneficial to the bilingual child. A total of seventy-four second grade children attending a New York City public school were tested in January 1976. Thirty-three of the children, sixteen boys and seventeen girls, were from a bilingual class. The remaining forty-one children consisted of seventeen boys and twenty-four girls with Spanish surnames of Spanish language backgrounds who were being educated in monolingual classes. These two groups of children, one being bilingually educated and one being monolingually educated, were compared on their performances of six Piagetian conservation tasks contained in the *Concept Assessment Kit—Conservation, Form A* and on their acquisition of the mathematical skills tested by the *SRA Assessment Survey, Achievement Series, Mathematics—Form F/Primary I*. The groups were matched for intelligence and chronological age. The variables of sex, socioeconomic status, and degree of bilingualism were also considered for each subject. The teaching style of each of the children's classroom teachers was also noted.

The following hypotheses were tested:

1. Bilingually educated bilingual children will perform better on the conservation tasks of two-dimensional space, number, substance, continuous quantity, weight, and discontinuous quantity than monolingually educated bilingual children.
2. Bilingually educated bilingual children will acquire mathematical skills better than monolingually educated bilingual children.
3. There will be a positive relationship between attaining conservation concepts and the acquisition of mathematical skills.

RESULTS

1. A one-tailed Sign Test was used to test the first hypothesis. The results of this test showed that there was a difference in favor of the bilingually educated children with a significance level of .22. The hypothesis was not supported.
2. A one-tailed t-test was used to test the second hypothesis. Results showed that there was a difference between the two groups in favor of the monolingually educated children, significant at a level of .20. The hypothesis was not supported.
3. The third hypothesis was tested by using Fisher's r to z transformation and then testing the significance of r. A positive correlation with a significance level of .01 was found. The hypothesis was supported.

Secondary analysis was done by using Sign Tests to determine whether or not

sex and degree of bilingualism were variables affecting conservation scores. It was found that there was no significant difference in conservation scores between bilingually educated boys and monolingually educated boys. However, bilingually educated bilingual girls conserved better than monolingually educated bilingual girls with a significance level of .05. No significant differences in conservation scores were found between bilingually educated bilingual children and monolingually educated bilingual children of either higher or lower degrees of bilingualism.

Order No. 7818157, 166 pp.

DEVELOPMENT AND EVALUATION OF A MODIFIED CURRICULUM DESIGN FOR BILINGUAL VOCATIONAL EDUCATION IN THE CVAE GENERAL MECHANICAL REPAIR PROGRAMS OF THE LOWER RIO GRANDE VALLEY OF TEXAS [Record of Study]

VANDERPOOL, Wayne Allan, Ed.D.
Texas A&M University, 1978

Chairman: Dr. Don R. Herring

PURPOSE

The major purpose of this study was to develop and evaluate a modified curriculum design for bilingual vocational education (BVE) in the Coordinated Vocational Academic Education (CVAE) General Mechanical Repair programs of the Lower Rio Grande Valley (LRGV) of Texas. A secondary purpose was to examine the perceptions of participating teachers toward BVE.

PROCEDURE

This study compared the differences in cognitive and psychomotor skill acquisition of students in a control group exposed to a traditional (monolingual English) curriculum design with students in an experimental group exposed to the modified (Span Mod) curriculum design.

The following procedures were utilized.

1. A traditional mediated lesson (monolingual-English) was developed for the CVAE General Mechanical Repair programs consisting of one individual slide/

tape presentation for cognitive acquisition and another for psychomotor skill acquisition.

2. A modified mediated lesson from the aforementioned traditional lesson was developed by converting identified difficult words, phrases and sentences from English to dialectical Spanish on the basis of the Span Mod concept, thus allowing the use of both English and Spanish in the lesson.

3. Eight programs with 165 students were selected by stratified random sampling from all 21 programs representing 485 students in the CVAE General Mechanical Repair programs of the LRGV of Texas. These 8 programs and their teachers were randomly divided into 2 groups of 4, with 1 group representing the control and the other group representing the experimental.

4. The modified curriculum design was evaluated through a field test which included both a pretest and a posttest to assess student's cognitive acquisition, and a posttest only to assess students' psychomotor skill acquisition, comparing the performance of students taught with the modified curriculum design with that of students taught with the traditional curriculum design. Comparisons were made between the combined experimental and control groups represented by students in senior high school and junior high school (SHS/JHS-SHS/JHS). Comparisons were also made between the individual groups as represented solely by the senior high school (SHS-SHS), and the junior high school (JHS-JHS).

The perceptions of participating teachers toward BVE were determined through the use of an opinionnaire consisting of yes-no responses to a series of items and positive-negative weighting of items on a semantic differential scale.

FINDINGS

To analyze data generated in the field test, Program Anscheff (computer program developed by D. G.. Barker, Texas A&M University) was applied to determine if there were significant differences between the experimental and control groups. Program Anscheff performed an analysis of variance and if the F value indicated significance at the .10 level of confidence, a Scheffé's test for significance between means was automatically performed.

The comparisons made yielded the following findings:

1. For cognitive acquisition of the combined SHS/JHS-SHS/JHS and the individual SHS-SHS and JHS-JHS groups, there were no significant differences at the .05 level of confidence.

2. For psychomotor skill acquisition of the combined SHS/JHS-SHS/JHS and the individual SHS-SHS, students in the experimental group had significantly greater achievement at the .05 level of confidence than students in the control group. The difference in performance of students in the individual JHS-JHS experimental and control group did not indicate statistical significance.

3. It was revealed that there was little change of opinion of BVE by the 8 teachers participating in the field test concerning their perceptions of BVE both before and after the field test.

4. Generally, all 21 participating teachers favored the concept of BVE and a majority of teachers expressed a positive view of the need for BVE.

Order No. 7901029, 119 pp.

A DESCRIPTIVE STUDY OF THE MUSIC PROGRAMS IN ROBERTO CLEMENTE HIGH SCHOOL AND SELECTED FEEDER SCHOOLS AS THEY RELATE TO BILINGUAL-BICULTURAL EDUCATION

DIAZ CRUZ, Herminio, Ed.D.
University of Illinois at Urbana-Champaign, 1979

The purpose of this study was to investigate and describe the music programs and their relationship to the bilingual-bicultural programs at Roberto Clemente High School and selected feeder elementary schools in the city of Chicago. The study was focused on administrative and curricular patterns as they relate to the music offerings for bilingual students in the schools. In addition, the investigator sought to determine the attitudes and opinions of administrators, music teachers, bilingual teachers, students and parents concerning the role of music in the education of bilingual students in the schools involved in the study.

After investigation of several high schools in the middle west having a large representation of Hispanic students, Roberto Clemente High School was selected as the locus for the study because it appeared to have exemplary programs of music education and bilingual-bicultural education. The investigative procedures included extended visitation and observation at the schools, formal and informal interviews with administrators, teachers, and students and the administration of questionnaires to students and parents. The resulting data were tabulated, recorded, analyzed and reported.

The following conclusions resulted from the study:

1. Music plays an important role in the education of the students in the schools investigated and has gained impressive support from administrators, teachers and parents.

2. English speaking teachers have achieved effective rapport with students of limited English speaking ability and highly positive results in the music education programs.

3. A significant factor in the success of the music program at Roberto Clemente High School lies in the close relationship of the program content to the ethnic background of the students.

4. The Roberto Clemente High School Steel Drum Band has played an especially significant role in the education of bilingual students.

5. Participation in musical activities related to the ethnic background of students appears to contribute to the self-esteem and self-confidence of bilingual students at Roberto Clemente High School.

Order No. 7915340, 194 pp.

TEACHER CHARACTERISTICS AND STUDENT ACHIEVEMENT IN BILINGUAL ISCS

HORTON, Phillip Bernard, Ph.D.
The Florida State University, 1979

Major Professor: Dr. Lehman Barnes

The purpose of this study was to determine if selected teacher variables were important in explaining student achievement variability in a bilingual ISCS unit. One hundred seventy-two (172) students and their teachers from the Southern California area were the subjects of the study. They were participating in the pilot testing of the bilingual ISCS Unit *Porque Eres Asi* ("Why You're You"). Students were allowed to study from either the Spanish or English version of the individualized unit and completed both a pretest and posttest constructed from the *Individualized Testing System*. Teachers completed a questionnaire prepared by the researcher concerning their characteristics.

Multiple linear regression was used to analyze the data statistically. Thirty-two percent (32%) of the variability in student scores on the posttest was accounted for by the five teacher factors included. Significant differences ($P < .01$) were found for the teacher variables of amount of academic training in science, years of teaching experience and degree of commitment to the ISCS philosophy of individualization. Significant differences were not found for the variables, degree of teacher bilinguality and presence or absence of a bilingual teaching aide.

Order No. 7926763, 66 pp.

CURRICULUM DECISION-MAKING: THE PUERTO RICAN FAMILY AND THE BILINGUAL CHILD

NIETO, Sonia Mary, Ed.D.
University of Massachusetts, 1979

Despite the gains of bilingual education in recent years, Puerto Rican parents still seem to be largely uninvolved in any meaningful way in school decision-making. This is a direct contradiction of the very reason why so many parents and other community people fought for and won the right to have their children educated in a bilingual setting: that is, they felt that, being closest to their children not only physically and emotionally but culturally as well, they could best determine the objectives of their children's schooling. The purpose of this study was therefore to design selected procedures through which the school could involve Puerto Rican parents in decision-making for bilingual curriculum for elementary school children. The specific research objectives of the study were: (1) to describe the influence of family environment on achievement and intelligence; (2) to identify the role of Puerto Rican parents in childrearing; (3) to identify cultural characteristics that the school should consider in relating to the Puerto Rican family; (4) to identify past involvement of Puerto Rican parents in schools decision-making; (5) to design selected procedures for obtaining information of two types from parents: (a) perceived ways the school curriculum is responsive or unresponsive to the needs of Puerto Rican children (a questionnaire); (b) specific information about the learning needs of particular children (a parent interview); (6) to design selected procedures for involving parents in curriculum decision-making for bilingual classrooms: (a) disseminating information to parents; (b) establishing a Curriculum Collective; (7) to field-test one procedure for obtaining information from parents.

The questionnaire was field-tested in two settings, both towns in Western Massachusetts with growing Puerto Rican populations, in the summer of 1978. Two general types of results were reported out: the actual data collected through the questionnaire; and ways of perfecting the instrument as well as the procedures used in administering it.

In every variable but one (responsiveness to parents), both communities, although quite different in composition, perceived the school systems as virtually unresponsive to the needs of their children. In the case of responsiveness to parents, the score of one school system was dismally low while in the other it was quite high. This would seem to suggest that responsiveness to parents is not the final step, but only the first. The parents in both communities seem to agree on three fundamental points: the schools are not dealing effectively with the linguistic and cultural needs of their children; they are not making meaningful attempts to modify the curriculum to reflect the reality of their children's lives; and they are not providing many resources which would help their children fulfill their needs.

Several types of recommendations based on the findings are made. First, indications of further needed research are made. Second, recommendations on how schools can best use the information were suggested. The third type of recommendation focused on the responsibilities of parents for communicating with schools about the needs of their children.

Assuredly, no set of procedures can reverse the situation described in this study, for it is rooted in not only the school, but in the economic, social, and political systems as well. They can, however, begin to expose some of the most blatant problems so that parents become aware of their role in combatting an unresponsive system.

Order No. 8004969, 289 pp.

SPECIAL EDUCATION

THE RELATIONSHIP BETWEEN LANGUAGE ASSESSMENT SCALES SCORES AND RELATIVE LANGUAGE PROFICIENCY OF SPANISH-SPEAKING BILINGUAL LEARNING DISABLED SCHOOL CHILDREN IN ILLINOIS

HELMER, Susan Patricia Budde, Ph.D.
Southern Illinois University at Carbondale, 1978.

Major Professor: Dr. James M. Crowner

An investigation was made of the differences among various language assessment scores of Illinois' bilingual children who had been diagnosed by their school district's multidisciplinary teams as being learning disabled children. To assess language proficiency in English and Spanish, the *Language Assessment Scales* (DeAvila and Duncan, 1977) was used. This measure was especially appropriate because of its global framework which considers language as a synthesis of four primary subsystems: the phonemic system, the referential system, the syntactical system and the pragmatic system.

Five questions were posed in this investigation which utilized eighty subjects whose language proficiency was assessed. The subjects consisted of forty bilingual learning disabled children, the population of children in three Illinois state-funded programs for bilingual learning disabled children. Forty monolingual control children were the remaining subjects. These children were randomly selected from the homerooms and/or home schools of the bilingual population. The control group was divided into English and Spanish-speakers. The experimental and control group children were matched for sex and socioeconomic

status. The mean age of both groups differed by two months with the bilingual group being slightly older.

The testing procedures utilized in this study consisted of administration of the *Language Assessment Scales* both in English and Spanish to the experimental group. The same test was administered to the English-speaking control group in English and to the Spanish-speaking control group in Spanish. In addition, ratings of the bilingual children's language proficiency were completed both by their learning disabilities teacher and by the researcher.

The significant results obtained from an analysis of variance indicated that there was a difference between the English and Spanish proficiency scores of the experimental and control groups. In addition, a regression analysis was undertaken to assess the amount of variance accounted for in relative language proficiency, a measure of language dominance. It was found that the individual *Language Assessment Scales* subtests of Phonemes, Pairs, Lexical, Comprehension and Production accounted for a substantial amount of variance in both English and Spanish relative language proficiency. The English Production subtest accounted for the greatest amount of variance in relative language proficiency indicating that language production as opposed to syntax or vocabulary is a greater predictor of language dominance in bilingual learning disabled children.

Five questions about the bilingual learning disabled children's language proficiency were presented to the examiner who had spent approximately one hour with the subjects. The bilingual learning disabilities teacher was asked to answer the same five questions which dealt with the subjects' ability to use English and Spanish in practical situations. While the examiner has had experience in assessing the language of bilingual children, the results of the correlations using the Pearson Product Moment Coefficient Correlation raised possible questions as to the reliability of short term observational data.

Language performance as measured by the *Language Assessment Scales* was found to be helpful in finding out about the language of the bilingual learning disabled child. When making inferences about the language competency of the bilingual Spanish-speaking learning disabled child, language assessment utilizing a global assessment approach was found to be the most helpful in making inferences about language competency.

Order No. 7908039, 108 pp.

BILINGUALISM AND LEARNING DISABILITIES IN SPANISH-SPEAKING CHILDREN

LIJTMAER, Ruth Michkin, Ph.D.
New York University, 1978

Adviser: Stanley Lehman

The purpose of this study was to investigate the types of learning disability in two minority groups: Bilingual Puerto Rican children and Monolingual Black American children. A sample of 53 learning disabled children ages 7 to 13 were selected from an Evaluation Cinic for learning disabled children in the South Bronx. These children were referred primarily because of learning problems. Children with emotional problems, hyperactivity or any physical disability which might interfere in the test results were excluded from this study. All 53 children had one IQ score (Verbal or Performance) above 84.

From the 53 children selected to be part of this study (11 girls, 42 boys) out of 176 patients seen at the Clinic during 1974–1975, there were 32 Bilinguals and 21 Monolinguals.

The battery of tests administered to the whole sample of learning disabled children consisted of: Weschler Intelligence Scale for Children, Wide Range Achievement Test, Raven Colored Progressive Matrices, Developmental Test of Visual-Motor Integration. Token Test (language comprehension), Sentence Repetition, Purdue Pegboard, Gates McGinitie Reading Comprehension Test and Naming of Clothes. The Bilingual learning disabled children were administered in addition to the Hoffman Bilingual Schedule (Bilingual Background Scale), Hoffman Bilingual Schedule Re-scored (Bilingual Facility Scale) and a Cultural Scale.

It was hypothesized that the Bilingual group would not manifest greater language difficulties than the Monolingual group. It was also assumed that Bilingualism could be an advantage or disadvantage in certain areas of language development and learning in general.

The results of this study indicated different profiles in the two learning disabled groups tested. Bilingual learning disabled children scored lower than the Monolinguals on the Token Test (language comprehension), but comparably on the other verbal tests and better on non-verbal tests. It was also concluded that diagnosticians may have been predisposed to judge the Bilingual learning disabled children more frequently as having language problems on relatively sparse information.

Order No. 7824247, 128 pp.

NEUROLOGICALLY AND PERCEPTUALLY IMPAIRED BILINGUAL STUDENTS: THEIR IDENTIFICATION AND EVALUATION

PETERS, Janice Yates, Ed.D.
Rutgers University
The State University of New Jersey (New Brunswick), 1979

Chairperson: Eliane C. Condon

For the past sixty years, researchers have addressed the problem of the learning-disabled child. There has been tremendous growth in the field of learning disabilities; but, unfortunately, the instruments used for diagnostic purposes have not kept pace with this growth. Many children are being evaluated and classified on the basis of techniques which do not measure the real learning potential of the child.

This is an unfortunate situation for any child; but when a child is Spanish speaking and from a different cultural background, he has an additional burden to bear if he is learning disabled as well.

It was the intent of this study to begin to test some of these Spanish-speaking children whose behaviors and learning problems gave some indications that they may perhaps be neurologically or perceptually impaired. The intent was not to determine how many neurologically or perceptually impaired children were in the schools, but rather to evaluate each individual referral and offer suggestions for remediation. The subjects for this study were chosen from areas with high Hispanic populations in New Jersey schools. A total of fifty children were tested (twenty-five from rural areas and twenty-five from urban areas).

Tests were administered to these children by the examiner, a certified New Jersey Learning Disability Specialist. The selection of Tests was made on the basis of their general usefulness in diagnosing learning disabilities in children and because they were supposedly culture fair and nonverbal in nature. A total of nine tests were given to most of the children over a period of time, with the intention of determining which, if any, were more satisfactory for use with Spanish-speaking children.

In addition, the study attempted to ascertain whether there was any significant difference between the ability of the Spanish-speaking and the English-speaking teachers to identify the Spanish speakers who were neurologically or perceptually impaired.

A third objective of the study was to determine whether or not the learning disabilities of these students would be more readily diagnosed in the kindergarten or in the third grade, the children tested being from kindergarten through third grade.

The data were subjected to statistical analysis with the following results: there was a difference between the abilities of tests to identify children who were neurologically and perceptually impaired. The Berry Developmental Test of Visual Motor Integration and the Bender Motor Gestalt had good indicators. Although the Auditory Memory—Story and Illinois Test of Psycholinguistic Abilities were also indicators, the linguistic factors in these tests even penalized the normal Spanish-speaking group.

There was such a limited number of children in classes with Spanish-speaking teachers that no clear conclusions could be drawn from the second hypothesis.

There did seem to be a definite trend toward more successful identification of neurologically and perceptually impaired Spanish-speaking children as they progressed through the grade levels.

The results of the study have implications for teachers and test administrators involved in the academic progress of Spanish-speaking students.

Order No. 8000874, 216 pp.

CAREER EDUCATION

THE NEW YORK-NEW JERSEY BILINGUAL JOB MARKET: ITS IMPLICATIONS FOR FOREIGN LANGUAGE EDUCATION

PETRELLO, Barbara A., Ed.D.
Rutgers University
The State University of New Jersey (New Brunswick), 1977

Chairperson: Eliane C. Condon

The purpose of this study was to investigate the availability of current bilingual employment opportunities in the New York-New Jersey metropolitan area.

A review of published literature revealed the existence of several articles stressing the shortage of qualified bilingual personnel and the efforts of some foreign language educators to incorporate a career-oriented component in foreign language programs. However, no statistical data were found concerning the extent of bilingual employment opportunities in the target region which would establish, or disprove, the need for a reorientation of foreign language programs toward career preparation.

An attempt was made to meet this need for statistical evidence of employer

demand for bilingual personnel by collecting data through a survey of classified advertising in newspapers serving the target area. The researcher sought to determine the following: first, the extent of bilingual employment opportunities; second, the primary category of bilingual employment; and third, the priority or priorities in languages (and proficiency levels) required for bilingual employment.

Research data consisted of classified advertising in the *New York Times* (Sunday Edition), the *Wall Street Journal*, and the four New Jersey Sunday newspapers with a circulation in excess of 100,000 copies over the six-month period from July 1, 1974, to December 31, 1974. All want ads indicating bilingualism as a condition of employment were tabulated and categorized in accordance with the job classification by worker trait groups developed by the U.S. Department of Labor for the *Dictionary of Occupational Titles*. The foreign language (and proficiency level in this language) required by the job titles in the surveyed want ads were also specified.

The analysis of the data revealed that bilingual positions were routinely available in the target area—an average of 151 bilingual want ads were published weekly in the newspapers surveyed. Among them, the Business Relations and Clerical Work areas of work accounted for 75% of the total number of bilingual want ads. An additional 12% of the openings were equally divided between Counseling, Guidance, and Social Work, and Education and Training.

Although 11 languages were cited in the survey, Spanish, French, and German were requested most frequently, with Spanish accounting for 44% of all job openings. The language development level required in the ads for bilingual employment ranged between C and D (D being the highest level of language competency attainable) for all four language skills. In addition, candidates were expected to possess a functional knowledge of both cultural contexts. In all cases, except for positions in Translating or in Education, the foreign language career component was identified strictly as an auxiliary skill rather than as a primary skill by the employer.

The conclusions drawn from the findings are valid for the New York-New Jersey metropolitan area. They are as follows: first, that statistical evidence did support the need for a bilingual career-oriented component in foreign language programs; and second, that, in light of this evidence, bilingual career preparation should be one of the stated goals of foreign language education. Under the circumstances, it was also deemed advisable to recommend that an information dissemination component be included in career education programs to acquaint students with potential bilingual careers, especially in those job and language categories with greatest representation in the want ad survey.

Order No. 77-27,977, 179 pages.

THE NEED FOR BILINGUAL VOCATIONAL EDUCATION PROGRAMS IN SECONDARY SCHOOLS IN OHIO AS PERCEIVED BY VOCATIONAL DIRECTORS, TEACHERS IN BILINGUAL PROGRAMS, PARENTS AND STUDENTS

FERRAN, Guadalupe, Ph.D.
The Ohio State University, 1978

Adviser: Professor Aaron J. Miller

The primary purpose of this study was to determine the need for Spanish/English bilingual vocational education programs on the secondary level as perceived by vocational directors, teachers in bilingual programs, parents and students in Ohio. The major questions established to achieve this purpose were:

1. How do vocational directors and teachers in bilingual programs perceive the concept of bilingual vocational education?
2. How do vocational directors and teachers in bilingual programs perceive selected issues pertaining to the need for bilingual vocational education?
3. How do teachers in bilingual programs with work experience differ in their reactions to selected issues pertaining to the need for bilingual vocational education as compared to those teachers in bilingual programs with no work experience?
4. How do vocational directors, teachers in bilingual programs and parents perceive bilingual vocational education?
5. How do vocational directors, teachers in bilingual programs, Spanish-speaking parents and students differ in their description of need toward bilingual vocational education in Ohio?
6. What are the self-perceived vocational needs and interests of Spanish-speaking junior high school students and their parents?

To answer these questions, the design of the study included the following: vocational directors (n = 72) who represented 26 counties in Ohio having a Hispanic student enrollment of 100 or more; the entire population of teachers in bilingual programs (n = 116); parents (n = 77) who had children enrolled in the Lorain Bilingual Junior High School program; and students (n = 82) enrolled in the Whittier Junior High School bilingual program. Responses from vocational directors and teachers in bilingual programs were measured by an opinionnaire utilizing the mail survey method. A 68 percent response, or 128 of the total (188) instruments mailed to vocational directors and teachers in bilingual programs were returned. The parents and students were administered a questionnaire during an on-site visit to the Whittier Junior High School bilingual program.

SUMMARY OF FINDINGS

1. Descriptive statistics and chi square analysis at an alpha level of .05 were used to determine whether any differences existed in how vocational directors and teachers in bilingual programs perceived the concept of bilingual vocational education. No significant difference was found between these two groups regarding their perceptions of the concept of bilingual vocational education.

2. Chi square analysis was used to determine how vocational directors and teachers in bilingual programs perceived selected issues in bilingual vocational education. Significant differences at the .05 level were detected among the responses to ten of the fifteen issues.

3. Chi square analysis at an alpha level of .05 was used to determine how teachers in bilingual programs with work experience perceived selected issues in bilingual vocational education as compared to teachers in bilingual programs with no work experience. No significant differences were found to exist in any of the issues.

4. Descriptive statistics were used to determine how vocational directors, teachers in bilingual programs, and parents perceive bilingual vocational education utilizing the perception statements of each respective instrument. The data indicated that parents had a more favorable perception of bilingual vocational education while vocational directors felt less positive.

5. Descriptive statistics and the Kruskal Wallis One Way Analysis of Variance were used to determine how vocational directors, teachers in bilingual programs, parents and students differ in their description of need for vocational education. By utilizing the semantic differential scale of each instrument, significant differences were found to exist for every bi-polar adjective. After applying a post-hoc analysis utilizing Dunn's procedure, significant differences were found for every possible comparison except between teachers and students.

6. The descriptive data on parents indicates that a majority (69% of them) would like to see their children in professional occupations and 35.6 percent of the students indicated that they plan to attend college.

7. Over eighty percent of the students indicated that they would enroll in a bilingual vocational education program while in high school while only 9.6 percent of the students would pursue vocational education after high school. The most preferred program areas were: auto mechanics, nurse's aide and practical nursing, and cosmetology.

Order No. 7902124, 181 pp.

AUDIO VISUAL

EFFECTIVENESS OF SOUND-SLIDE PACKAGES IN BEGINNING BILINGUAL TYPING

MAESTAS, Ronald W., Ed.D.
Arizona State University, 1979

The problem of this study was to determine the difference, if any, in student performance in the use of synchronized bilingual sound-slide packages, between two groups of learners with one group (control) receiving traditional classroom instruction, and the other (experimental) sound-slide packages. A subordinate problem was to determine student attitudes toward learning by the experimental method.

Five bilingual sound-slide packages were tested in a beginning bilingual typewriting course at New Mexico Highlands University during the Fall quarter of 1978. The groups were equated on the basis of A.C.T. scores in English and mathematics. At the end of the course, each group was given an identical performance test. Scores obtained by students on this test were used for statistical treatment. Student attitudes toward the course and method of instruction were obtained using *The Illinois Course Evaluation Questionnaire.*

The findings of this study lead to the following conclusions:

This study showed a significant difference on speed and accuracy in favor of the control group. However, due to the size of the population, it is possible that repetition of this study might provide different results.

Since no significant statistical difference was found in knowledge and concepts between the experimental group and the control group, it was concluded that the sound-slide method of instruction was probably as effective as the traditional method of bilingual typewriting.

A significant statistical difference was found in student attitude in terms of perceived value of the course in favor of the experimental group. In all other areas there was no signifcant difference in attitude. The conclusion may be that the use of the Spanish language had an effect of determining perceived relevance for bilingual students.

Order No. 7924213, 164 pp.

V. AFFECTIVE DOMAIN

SELF CONCEPT

LANGUAGE AND ETHNICITY: A STUDY OF BILINGUALISM, ETHNIC IDENTITY, AND ETHNIC ATTITUDES

LAMY, Paul, Ph.D.
McMaster University (Canada), 1976

Research on bilingualism in a number of social science disciplines has reported an association between bilingualism, ethnic identity, and ethnic attitudes—causality has often been attributed to bilingualism. This research has been criticized on methodological grounds. There is a dearth of information concerning the relationship between bilingualism, ethnic identity, and ethnic attitudes in specific communities, regions, or societies since there have been very few studies of the social psychological aspects of bilingualism based on survey research methods. Yet another critique of previous research is that the theoretical framework in which reported findings have been couched has remained untested or that they have remained implicit. These theoretical underpinnings are explored and assessed.

The data for the thesis came from a sample survey of greater Montreal conducted in 1973, from a survey of the Ottawa Census Metropolitan Area conducted by the York Survey Research Center in late 1974 and early 1975, and from a secondary analysis of the Ethnic Relations Study, carried out for the Royal Commission on Bilingualism and Biculturalism in 1965. The analytic methods used are crosstabulation and partial correlation.

It was found in the analysis of all three surveys, which were carried out at different points in time and which used slightly different measures of the independent and dependent variable, that the association between bilingualism and ethnic identity is not strong, and that it varies from one mother tongue group to the other. This indicates that causality cannot be attributed to bilingualism. The analysis of the Ethnic Relations Study revealed that with intergroup contact and demographic context held constant, the relationship between bilingualism and ethnic identity is extremely weak. Bilinguals, it emerged, tend to identify with both language groups mainly where they are in contact with the other group and in contexts where the other group constitutes the demographic majority. With regard to the relationship between bilingualism and ethnic attitudes, it was found that there were weak associations between bilingualism and social distance, and bilingualism and ethnic prejudice. However, these all but disappeared when intergroup contact and demographic context were controlled.

The theoretical debate, which has continued over the past several decades, concerning whether or not causality of these relationships can be attributed to bilingualism may still continue; however, the evidence presented in the dissertation indicates that causality cannot be attributed to bilingualism. Further, unicausal social psychological theories attributing such findings to the effects of the internalization of a second linguistic system would seem to be manifestly inadequate. Future theoretical efforts in this area of reserach ought to be of the kind which span disciplinary boundaries, assume multicausality, and lend themselves to operationalization. It is suggested that group membership theory may provide a fruitful point of departure.

THE EFFECTS OF BILINGUAL-BICULTURAL INSTRUCTION ON CONCEPTUAL DEVELOPMENT AND SELF-CONCEPT OF KINDERGARTEN PUPILS IN AN URBAN SETTING

AGUAYO, Albert Louis, Ph.D.
University of Colorado at Boulder, 1977

Director: Professor Gerald W. Lundquist

THE PROBLEM

The purpose of this study was to assess the effects of bilingual-bicultural instruction on the conceptual development and self-concept when offered to a class size group of male and female kindergarten pupils and compared to non-bilingual-bicultural instruction offered to equal groups of Spanish surnamed pupils and English surnamed pupils.

THE SAMPLE

The population for this investigation consisted of Spanish surnamed and English surnamed pupils for two urban elementary schools within the Denver Public School system. Ninety male and female pupils volunteered for three treatment group pools. From this sample, 30 pupils participated in a full time program of instruction using Spanish and English as mediums of instruction. Thirty Spanish surnamed pupils and 30 English surnamed pupils were involved as control groups. Analysis of covariance was used for the statistical analysis.

THE TREATMENT

The subjects in Treatment Group I participated in bilingual-bicultural instruction and were exposed to scope and sequence activities as they are outlined in

a bilingual kindergarten program. This thirty week, two and one-half hour per day experience was structured so that a team of teachers, one the regular classroom teacher and the other a bilingual-bicultural teacher, exposed each pupil to seven modes of instruction. The instruction was designed to utilize two languages, English and Spanish, to develop basic concepts and self-concept.

For Treatment Group II, a Spanish surnamed control group, subjects participated in a team teaching situation for the same duration as Treatment Group I, but without bilingual-bicultural instruction. The procedures for equating the groups prior to the bilingual treatment were identical to those utilized in Treatment I with the exception of those activities relating to the use of two languages as mediums of instruction. A traditional method of instruction using only the English language was followed for these male and female pupils.

Male and female subjects in Treatment Group III, the English surnamed control group, participated in the traditional method of instruction, using only English as a medium of instruction. Procedures and activities were the same as for Treatment Group II.

THE INSTRUMENTS AND TREATMENT OF DATA

The standardized instruments utilized were the Boehm Test of Basic Concepts, and the Primary Self Concept Scale. A sociolinguistic survey was utilized with a random sample taken from Treatment Groups I, II and III solely to provide a descriptive background of the subjects. Pre-test scores of each subject on the two standardized instruments were used as covariates and an analysis of covariance was computed for each dependent variable. This data was utilized as a basis for equating and comparing Treatment Groups I, II and III. Posttest data were gathered for each subject using the same two standardized instruments utilized for the pre-test.

Analysis of covariance was used to assess the effects of the treatment on the dependent measures: conceptual development and self-concept. A factorial analysis was used which allowed the detection of interaction among method of instruction, sex and ethnicity.

CONCLUSIONS

As a result of the statistical analysis of the data yielded by the standardized instruments to test the null hypothesis stated in this study, the following conclusions can be made:

1. The effects of the treatment produced a significant difference at the .001 level between the treatment groups as measured by the Boehm Test of Basic Concepts.

2. The effects of the treatment failed to produce a significant difference between the treatment groups as measured by the Primary Self Concept Inventory.

Order No. 7808877, 319 pp.

THE RELATIONSHIP BETWEEN SELF-CONCEPT AND ORAL ENGLISH LANGUAGE PRODUCTION OF ANGLO AND HISPANIC PRIMARY-GRADE STUDENTS IN A METROPOLITAN BILINGUAL PROGRAM

TILLEY, Sally Davis, Ed.D.
University of New Orleans, 1977

Director: Dr. Marie M. Marcus

The purpose of this study was to investigate the relationship between self-concept and oral English language production of primary-grade Anglo and Hispanic students, ages six through nine, who participated in a metropolitan bilingual program. Two tests were administered to each child in the sample of 68 children: the Self-Appraisal Inventory, Primary Level, Spanish and English versions, was administered to obtain self-concept scores; and the Linguistic Structures Repetition Test was administered to obtain oral English language production scores through use of elicited imitation. To determine whether significant relationships existed between self-concept scores and oral English language production scores, Pearson's product-moment correlation coefficient was computed.

Within the limitations of the sample, measurement techniques, method of data analyses and assumptions made, a summary of the results of the study is as follows:

1. There is no relationship between self-concept scores and oral English language production scores of primary-grade Anglo and Hispanic students when they are combined into one group.

2. There is no relationship between self-concept scores and oral English language production scores of primary-grade Anglo and Hispanic students as these scores relate to the sex of the students.

3. The relationship between self-concept scores and oral English language production scores of primary-grade Anglo and Hispanic students is related to the ethnic background—Anglo or Hispanic—of the students. The relationship for the Anglo students was significant at the .01 level ($p < .01$); however, no significant relationship was found for the Hispanic students.

4. The relationship between self-concept scores and oral English language production scores of primary-grade Anglo and Hispanic students is not related to the combination of sex and ethnic background of the students.

The following recommendations for further research evolved from the results and conclusions of this investigation:

1. To broaden the generalization of this study, random selection from a broader population should be effected within the same grade levels.

2. The scope of the present study should be extended to other grade levels to see whether a similar relationship between self-concept and oral English language production remains significant for Anglo students.

3. Replications of the study should be done outside of bilingual programs to see whether the results will be significant for Hispanic students who are trying to operate in regular English-speaking classrooms.

4. Correlational studies should be done in the area of self-concept and language to generate new information as to the nature of the variables, self-concept and oral language production and how these variables relate to each other.

5. Research should be conducted in Spanish-speaking countries to see whether variables which make up self-concept in English-speaking cultures hold cross-culturally for Spanish-speaking cultures.

Order No. 77-25,423, 106 pages.

LINGUISTIC EMOTION: A PSYCHOLOGICAL FACTOR OF THE AFFECTIVE DOMAIN IN SELECTED BILINGUAL ELEMENTARY SCHOOL CHILDkEN

BARLOW, Marjorie Ruth, Ph.D.
The University of Nebraska-Lincoln, 1978

Adviser: O. W. Kopp

OVERVIEW

In 1977, the Mexican-American school children of South Texas represented a bicultural/bilingual societal segment which was in reality the majority population. Title VII federal and state programs for these children emphasized skills in the cognitive domain although affective objectives such as improved self-concept were mentioned as desired components of the curriculum. The question of language dominance and its influence on emotional and social growth was raised as an interesting possibility for investigation.

PURPOSE

The intent of this study was to determine the extent to which the interpersonal effectiveness of bilingual children changed through a technique for affective curriculum known as "Magic Circle" when that technique was experienced in the language of origin. Academic achievement gains or losses were also determined for that same school population.

DELIMITATION

South Texas primary (K-4) children in the La Villa, Texas Independent School

District and the Brooks County Independent School District of Falfurrias, Texas comprised the population of this study. The La Villa students experienced the Magic Circle curriculum and the Falfurrias students served as the control group. Interpersonal effectiveness and academic achievement were measured for both groups in a pre-test/post-test design. The experimental treatment group (La Villa) experienced fifteen Magic Circle sessions conducted in Spanish, English, or a blend of both languages. The Magic Circle sessions were conducted in the spring semester of 1978. Both the experimental (La Villa) group and the control (Falfurrias) group were in Title VII Bilingual/Bicultural programs.

CONCLUSIONS

Magic Circle in Spanish for Spanish speaking children seemed to allow significant positive gains in interpersonal effectiveness. Magic Circle in English also tended to promote growth in interpersonal effectiveness. Magic Circle in a blend of the two languages resulted in less gain in interpersonal effectiveness. However the interpersonal gains for this Spanish-English blended group were more than for the control group. No evidence was reached to support the idea that Magic Circle (in either and/or both languages) was a factor in academic achievement gains or losses.

RECOMMENDATIONS

The term linguistic emotion was defined by this writer as "a process of internal language which establishes perceived realities and directs responses to outside stimuli based on those perceptions." The recommendation is made that further research be conducted which might more clearly delineate this phenomenon. This study suggested that the emotions of a given bilingual child may indeed be fixed in his or her language of origin. If future research corroborates these findings, then bilingual curricula would need to be updated accordingly. Finally, emotional growth or social change activities should be approached through the recipient's language of origin so that full emotional involvement in that growth or change will occur.

Order No. 7907539, 145 pp.

CHICANO RACIAL ATTITUDE MEASURE (CRAM): EFFECTS OF A BILINGUAL-BICULTURAL EDUCATION, AND FURTHER STANDARDIZATION

BERNAT, Gloria Solorzano, Ph.D.
The University of Arizona, 1978

Director: Philip Balch

This study employs the Chicano Racial Attitude Measure (CRAM) to measure attitudes of Chicano children towards their own race. The CRAM is adapted from the Preschool Racial Attitude Measure (PRAM II), an instrument designed to measure attitudes towards Blacks that was developed by Dr. John Williams and his associates at Wake Forest University. Subjects are 96 Chicano second graders (ages 7 and 8), half males and half females. As assessment is made of how these children view their own race, and how this view is affected by exposure to a bilingual education, by the race of the examiner, and by being enrolled in a school with a majority versus a minority Mexican American enrollment.

Twenty-four racial attitude pictures are used in the CRAM. Each picture shows one Chicano and one Anglo figure. A brief story accompanies each picture and contains either a positive or a negative evaluative adjective (PEA or NEA respectively). The subjects are asked to identify which picture is described by the PEA or the NEA. The children were tested individually. Subjects demonstrated a significant pro-Anglo, anti-Chicano (A + Ch -) bias. An ANOVA showed no difference between subjects in the bilingual versus the traditional program, no race of examiner effects, and subjects in the school with a majority Mexican American enrollment evidenced less A + Ch - bias than subjects in the schools where Mexican Americans were a minority. Tests were also conducted to standardize the CRAM for further research.

Order No. 7908361, 47 pp.

THE SELF-CONCEPT AND CROSS-CULTURAL AWARENESS OF GREEK-AMERICAN STUDENTS ENROLLED IN THE MONOLINGUAL AND BILINGUAL SCHOOLS

FLOURIS, George, Ph.D.
The Florida State University, 1978

Major Professor: Dr. Byron G. Massialas

At present, the positive attitude toward self and culture are a major goal of bilingual education programs.

Many language minority children are viewed as having poor self-concepts. Bilingual education programs make certain provisions in their curricula to enhance a positive self-concept and a cultural awareness. Since self-concept and cultural-awareness are seen as essential concerns of the bilingual/bicultural programs, it becomes of utmost importance that studies of self-concept and cultural awareness be made. Even though some data exist on other language minority students with limited English speaking ability, there is no data on Greek speaking individuals.

Like many other minority children, many children of Greek-American background may begin school with limited or no knowledge of the English language and Anglo-American culture. As they are raised in two cultures, some elements of which are in conflict with each other, they may find themselves caught between the culture of their families and the culture of the school. As a result, Greek-American children may experience personality conflict and/or uncertainty. Due to the conflicting values of their homes and school, the development of their self-concept, attitudes toward native and/or Anglo cultures, as well as the overall academic progress may be affected in a negative way.

The purpose of this study is to determine the self-concept and cross-cultural awareness held by Greek-American children enrolled in bilingual and monolingual schools, and to establish if there are any differences between the two selected groups of Greek-Americans.

A combined total of 122 subjects—60 from the bilingual and 62 from the monolingual programs—from grades 3, 4, 5 and 6, was selected for inclusion in this study. Quantitative data obtained were subjected to the appropriate statistical techniques, such as *t*-tests and chi squares, in order to classify the data and establish the differences between the two groups of Greek-Americans. In addition, the study investigated qualitative aspects of both programs regarding curriculum, teachers' and students' attitudes toward the Greek and English languages as well as the Greek and Anglo cultures.

Even though no significant differences were found in self-concept between Greek-American students participating in bilingual and monolingual schools, the results indicated that there are significant differences between the aforementioned groups regarding their attitudes toward the Greek and Anglo cultures. Furthermore, there is a significant difference between the two groups of Greek-Americans with respect to social distance toward "Americans," while no significant difference between the two groups was found with respect to social distance toward "Greeks" and "Greek-Americans."

A significant aspect of this study lies in the fact that it is an initial step to determine the attitudes of self-concept and cross-cultural awareness of Greek-American school children.

Order No. 7822161, 269 pp.

PSYCHOLOGICAL CHARACTERISTICS ASSOCIATED WITH BICULTURALISM AMONG MEXICAN AMERICAN COLLEGE WOMEN

GONZÁLEZ, Anna Marie, Ph.D.
The University of Texas at Austin, 1978

Supervisors: Lucia A. Gilbert and Earl Koile

Ramirez's biculturalism model (1978) suggests that individuals who identify with more than one culture (i.e., bicultural) are more psychologically sophisticated and have more flexibility in areas of personality functioning than individuals who identify with one culture. This investigation was designed to examine Ramirez's model by studying the relationship between biculturalism and the psychological variables of self-esteem, psychological masculinity/femininity, and self-perceived stress.

The sample consisted of 180 Mexican American college women who completed a revised form of the Biculturalism Inventory (Ramirez, Casteneda & Cox, 1977), the Personal Attributes Questionnaire (Spence, Helmreich, & Stapp, 1974), a short form of the Texas Social Behavior Inventory (Helmreich & Stapp, 1974), and the Stressful Life Experiences Inventory (Gilbert, 1977). For the purpose of statistical analyses, the subjects were classified into three bicultural groups: Traditional, Balanced, and Atraditional; and into four categories of psychological masculinity/femininity: Androgynous, Masculine sex-typed, Feminine sex-typed and Undifferentiated. The distribution of the present sample among the four M/F categories was found to be significantly different from the normative sample of Anglo college women (Spence & Helmreich, 1978).

The present sample had larger percentages of Androgynous and Masculine sex-typed and smaller percentages of Undifferentiated and Feminine sex-typed women than the normative sample of Anglo college women. Results of a series of chi square analyses showed that, overall, biculturalism and psychological M/F are not significantly related. In addition, there was not a significantly greater proportion of balanced biculturals who were Androgynous than either Traditional or Atraditional biculturals. However, there was a significantly higher proportion of Traditional biculturals who were Androgynous than Atraditional biculturals.

Results of an analysis of variance showed no significant overall differences among the three bicultural groups on self-esteem. However, consistent with Spence's findings (1975), there was a significant difference among the four M/F categories on self-esteem. Androgynous subjects reported the highest self-esteem, followed in order by the Masculine sex-typed, Feminine sex-typed, and Undifferentiated. Additionally, there was a significant interaction effect between biculturalism and psychological M/F on the dependent variable, self-esteem.

Order No. 7817643, 149 pp.

AN INVESTIGATION OF THE EFFECT OF A BILINGUAL EDUCATION CURRICULUM ON SELF-CONCEPT OF BILINGUAL CHILDREN

PETERSON, Patricia Jean, Ph.D.
The University of Florida, 1978

Chairman: Bob Algozzine

Educators seeking solutions to the problem of equal educational opportunity for all children maintain that the culturally different sectors of the population have been "educationally shortchanged" by the education system. Traditional education programs have not met the needs of the Spanish-speaking child either in academic areas or in strengthening the child's sense of identity and self-esteem. In response to the educational system's failure with Spanish-speaking children, bilingual education programs have been developed. Bilingual education uses the child's home language to initiate the child to the school environment and then develops language skills in the child's second language (English). One area that warrants empirical study is the effectiveness of bilingual education in the improvement of self-concept of bilingual children. The purpose of this investigation was to determine whether a specific bilingual education curriculum (Adelante) improved the self-concept of bilingual children.

Eighty kindergarten and first grade bilingual children were divided into treatment and control groups. The treatment group participated in the Adelante bilingual education program during the 1977-1978 academic year, while the control group participated in regular education programs. Self-concept was measured by pretests and posttests of two self-report measures; teacher ratings and peer-acceptance ratings were correlated with scores on the self-report measures. Analyses of variance were performed on the posttest scores and relationships between the various measures were determined through Pearson Product Moment correlations.

The results suggested no difference between groups in self-concept posttest scores with the exception of a significant difference as a function of sex of student. Post Hoc analyses indicated that posttest scores were significantly different from pretest scores in the treatment group [$t(52) = 6.93$, $p < .05$]. No differences between pretest and posttest scores were indicated for the control group. Results of the Pearson Product Moment correlation procedures suggested relationships between (a) self-concept and achievement in Spanish, (b) Teacher Ratings of the child's self-concept and peer acceptance and achievement scores in both Spanish and English, (c) Peer Acceptance scores and achievement scores in both languages, and (d) self-concept scores and Teacher Ratings and Peer Acceptance scores.

The results of the investigation are discussed with regard to the significance of improved self-concept in relation to overall academic performance, equal benefits of education, and the effectiveness of bilingual education programs.

Order No. 7907787, 119 pp.

BILINGUAL CAREER EXPLORATION: THE EFFECT OF OCCUPATIONAL ROLE REHEARSAL ON THE SELF-CONCEPT AND OCCUPATIONAL ASPIRATION LEVELS OF SEVENTH AND EIGHTH GRADE PUERTO RICAN PUBLIC SCHOOL CHILDREN

COLLINS, Edwin Thomas, Ph.D.
State University of New York at Buffalo, 1979

The present study was designed to investigate the effect of a bilingual/bicultural career exploration treatment intervention upon the self-concept and occupational aspiration levels of Puerto Rican elementary school children. Specifically, this research study attempted to evaluate the effectiveness of a series of occupational role rehearsal activities in bringing about an increase in mean scores of self-concept and occupational aspiration levels. The assessment instruments utilized were Spanish/English versions of the Piers-Harris Children's Self-Concept Scale and the Occupational Aspiration Scale.

The bilingual career exploration strategy was designed to be implemented in a small group format. It consisted of eight sessions held with twelve classes/groups that were randomly assigned to three levels of treatment; experimental, Hawthorne and control. These sessions were conducted by the bilingual teacher in charge of those classes or programs in the randomly assigned schools. The experimental treatment consisted of a series of occupational role rehearsal activities designed to introduce students to the world of work while stressing the benefit of bilingualism to enhance acquisition of jobs/careers.

Four randomly assigned groups also received eight sessions of non-specified attention from the teacher/counselor in small group settings; the topics discussed were not related to jobs/careers. The remaining four randomly assigned groups were designated as control and received no attention during the treatment sessions. They did, however, receive the usual classroom instruction. Within one week following the conclusion of the experimental treatment intervention, assessment measures were taken on all three levels of treatment.

The data from the dependent variable measures were then analyzed statis-

tically, using the individual student as the unit of analysis. The assessment outcomes were considered as three dependent variables: realistic occupational aspiration, idealistic occupational aspiration, and self-concept.

A multivariate analysis of covariance procedure was used to examine the data; the reading comprehension raw score of each subject in the study was viewed as a covariate in the data analysis. The reading comprehension raw score was taken from the most recent Metropolitan Achievement Test results of each student prior to treatment.

Following a comparison of the main effects of the three levels of treatment, some selected independent variables were also examined for possible interaction effect with the bilingual career exploration treatment. These independent variables were sex, language preference, and mode of bilingual instruction.

The multivariate F score generated by the analysis of covariance procedure supported the main research hypothesis of the study; there were mean score differences on the dependent measures across the treatment levels between control and experimental treatment. However, the pattern of those differences was not consistent within the occupational aspiration subscales. The inconsistency of the pattern of mean score difference was further delineated when independent variables were examined for interaction effect with treatment. The mode of bilingual instruction showed significant interaction with the treatment levels. Furthermore, Title I (ESL) groups showed significantly different mean scores from those of Title VII groups across the treatment levels. Experimental treatment for Title I (ESL) groups was significant for idealistic occupational aspiration, while self-concept mean scores were significantly higher for Title I (ESL) groups at all levels of treatment.

Further research should explore the differences and similarities between the two modes of bilingual instruction. This assessment should focus on attitudinal as well as achievement evaluation.

Order No. 8005647, 136 pp.

SELF-ESTEEM AS IT RELATES TO READING FACILITY AND BILINGUAL SCHOOLING OF PUERTO RICAN STUDENTS

PETERS, Alice Perez, Ed.D.
Loyola University of Chicago, 1979

Chairman: Dr. Allan C. Ornstein

This study investigated the relationship of self-esteem to reading facility of bilingual Puerto Rican students living and studying in an inner-city environment.

The study also considered the impact of such variables as bilingual education experience, schooling in Puerto Rico, sex and age of the self-esteem of the subjects. Self-esteem was viewed as an aspect of the self-concept.

The subjects of this study were 270 bilingual preadolescent students of Puerto Rican background attending three Chicago public schools. The 127 boys and 143 girls were ten to twelve years old, and were in grades four to six. They were drawn from a predominantly Puerto Rican neighborhood, and from schools with a predominantly Puerto Rican student enrollment.

Four instruments were used: an English/Spanish questionnaire developed by the investigator; the *Inter-American Series: Reading Test,* and *Prueba de Lectura;* and *Coopersmith's Self-Esteem Inventory* (CSEI). The questionnaire was used to gather information on the background of the students. The reading tests were used to classify the students into four levels based on their reading facility in English and Spanish. The CSEI provided the measure of self-esteem.

Analysis of covariance for statistical significance and contrasts for specific differences between the means were the statistical techniques employed. Self-esteem was the dependent variable; sex and age were treated as covariates; reading facility, schooling in Puerto Rico, and bilingual education experience were the independent variables.

The results indicated that bilingual students who read only English adequately had significantly more positive self-esteem scores (at $p < .05$) than those who read only Spanish adequately. Those students who read both English and Spanish inadequately reported significantly less positive self-esteem scores (at $p < .001$) than those students who read only English adequately and significantly less positive self-esteem scores (at $p < .01$) than those who read both languages adequately. Students who had participated in a bilingual program reported significantly less positive self-esteem scores (at $p < .05$) than those who never had this type of experience.

In summary, the findings of the study indicate a positive correlation between reading facility and self-esteem of bilingual students. Inadequacy in reading both or either language of the students is negatively related to their self-esteem. The language of the dominant culture, in this case English, appears to be a key factor in the self-concept development of these students.

Order No. 7910643, 157 pp.

THE EFFECTS OF THE INCLUSION OF BILINGUAL/ MULTICULTURAL CONTENT INTO THE DAILY CURRICULUM OF ELEMENTARY SCHOOL CHILDREN

SANTOS, Sheryl Linda, Ph.D.
Kansas State University, 1979

PURPOSE

The purpose of this study was to investigate the effects of an experimental bilingual/multicultural curriculum on the self-concept, attitudes towards race and ethnicity, and intercultural knowledge of fourth, fifth, and sixth-grade pupils.

POPULATION

The subjects for this study were 67 fourth, fifth, and sixth-grade pupils from a midwest elementary school located on a military base. The boys and girls ranged in age from nine to thirteen, and represented a variety of racial and ethnic groups. All the children were United States military dependents at the time of this study.

PROCEDURES

The subjects were randomly selected and randomly assigned to experimental and control groups, with the experimental group receiving a seven-week bilingual/ multicultural treatment. Following the treatment period, all subjects were administered the *Piers-Harris Children's Self Concept Scale* (Piers and Harris, 1969). *The Personal Attribute Inventory for Children* (Parish and Taylor, 1978), and the Santos Measure of Intercultural Knowledge. Scores on the above-mentioned measures of self-concept, attitudes, and intercultural knowledge, respectively, were statistically compared between groups by three-way analyses of variance (group by grade by race). Pearson correlation coefficients were also computed among the dependent variables.

CONCLUSIONS

The following conclusions were reached based on the findings of this study:

(1) The bilingual/multicultural curriculum had a significant effect on students' intercultural knowledge.

(2) The bilingual/multicultural curriculum had a significant effect on the self-concept of the experimental group; however, this effect was greatly confounded by the significantly higher scores of the non-Anglo pupils, irrespective of their treatment groups.

(3) The bilingual/multicultural curriculum did not have a significant effect on pupils' attitudes toward race and ethnicity; however, there was a trend in the desired direction.

(4) The Pearson Correlation coefficients were not very high among the dependent variables under study, indicating, perhaps, that a knowledge approach to the study of cultures may be insufficient to affect changes in the effective domain.

RECOMMENDATIONS

Based on the findings of this study, it is recommended:

(1) That bilingual/multicultural content be included into the daily curriculum of fourth, fifth, and sixth-grade pupils in an on-going manner for the duration of each academic year.

(2) That a larger number of activities in the affective domain be incorporated into the bilingual/multicultural curriculum.

(3) That classroom teachers periodically assess their students' self-concepts and attitudes in order to create a more flexible and meaningful curriculum, as well as to assure that students are understanding the teacher's motives and objectives with respect to implementing a multicultural curriculum.

(4) That teachers show as much enthusiasm and positivism as possible with respect to cultural diversity in order to maximize the effects of the curriculum.

Order No. 8003703, 162 pp.

A STUDY OF THE SELF-CONCEPT OF MEXICAN-AMERICAN CHILDREN IN A BILINGUAL PROGRAM

SELIGSON, Anne Glinert, Ph.D.
United States International University, 1979

Chairperson: William G. Reardon

THE PROBLEM

The problem the study addressed was whether the self-concept of Mexican-American children was enhanced by their participation in a bilingual program. The four objectives were:

(1) to determine whether Mexican-American children in a bilingual program had a higher self-concept than Mexican-American children in the English instruction program,

(2) to determine whether there was any difference in the effect of the bilingual program on the male Mexican-American child as compared to the female Mexican-American child,

(3) to determine whether Mexican-American children in the second year of the bilingual program have a higher self-concept than the Mexican-American children in the first year of the program, and

(4) to determine whether there was a relationship between English language competence and self-concept of the children in the bilingual program. The importance of the study derives from the necessity of evaluating a stated goal of bilingual education.

METHOD

All the Mexican-American children in the first three grades of Pence Elementary School participated in the study. Data were secured from a projective test, the Human Figure Drawing Test, and from McDaniel's Inferred Self-Concept Scale, a behavior rating scale which is completed by teachers. Hypotheses were as follows:

NH_1: There will be no significant difference in the self-concept of the Mexican-American child in the bilingual program and the Mexican-American child in the English language program.

NH_2: There will be no significant difference between the self-concept of the male Mexican-American child in the bilingual program and the male Mexican-American child in the English language program.

NH_3: There will be no significant difference between the self-concept of the female Mexican-American child in the bilingual program and the female child in the English language program.

NH_4: There will be no significant difference between the self-concept of the children in the first year of the bilingual program and those in the second year of the program.

NH_5: There will be no significant difference between the self-concept of the limited English-speaking Mexican-American child and the English-speaking Mexican-American child.

T-tests were used to determine whether there were significant differences between the means of the various subgroups.

RESULTS

Analysis of the data resulted in three statistically significant findings. The first null hypothesis was rejected because the Mexican-American children in the English language placement attained a higher self-concept on the Inferred Self-Concept Scale, significant at the .01 level. Null hypothesis three was rejected because the Mexican-American girls in the English language placement attained

a higher self-concept at the .05 level. Null hypothesis four was rejected because second-year bilingual students had a higher self-concept at the .05 level.

None of the differences obtained from the Human Figure Drawing Test were significant.

From the results it was concluded that bilingual education does not significantly alter the self-concept of a Mexican-American child. Although one of the measures suggested that English language instruction resulted in higher self-concepts, it was concluded that bilingual education does not foster feelings of segregation and separation, nor does it provide the milieu in which a Mexican-American child's self-concept will be strengthened.

Order No. 8005202, 104 pp.

ATTITUDES TOWARD BILINGUAL EDUCATION

AN ASSESSMENT OF PERCEPTIONS OF URBAN PARENTS AND SCHOOL PERSONNEL TOWARD BILINGUAL BICULTURAL EDUCATION

BACA DE McNICHOLAS, Patricia, Ed.D.
University of Houston, 1977

PURPOSE

The purpose of this study was to assess the relationships between and among the perceptions of parents, teachers, principals, and bilingual administrators toward three aspects of bilingual education: language, culture, and instruction.

PROCEDURES

A survey instrument consisting of forty-two items was administered to thirty-five parents, one hundred thirty-one teachers, thirty-seven principals, and twenty-three bilingual administrators in two urban settings to assess their perceptions toward linguistic, cultural, and instructional aspects of bilingual education. It was hypothesized, in null form, that persons involved in bilingual bicultural education programs would have perceptions which were congruent in relation

to each of these aspects. Information was gathered and analyzed to determine the congruence or distance of incongruence of these perceptions by specific populations. Analysis of variance and discriminant function analysis were used to determine the presence of differences which were statistically significant at the .05 level of confidence.

FINDINGS

Statistically significant differences were found in the perceptions of parents and school personnel in regard to bilingual education. Relative to the three areas examined—language, culture, and instruction—statistically significant differences existed between the groups' perceptions toward instruction, but no statistically significant perceptual differences were indicated toward culture and language.

Significant differences were also found when perceptions of culture and instruction were compared by ethnicity. When responses to selected pluralist and assimilationist items in the survey instrument were examined, the populations tended toward the pluralistic viewpoint.

RECOMMENDATIONS

The findings of this study suggest the following recommendations:

1. Communication channels should be established or redesigned in ways which insure greater understanding and congruence of perceptions regarding bilingual bicultural education.
2. Because parents showed the greatest distance of incongruence in regard to instruction, it is essential that they become a part of the total instructional process.
3. Teachers showed greater variation of perceptions than any other group in all three areas of bilingual bicultural education, and this finding indicates the need for a program which provides consistent philosophical and pedagogical approaches.

Order No. 7809182, 123 pp.

A COMPARISON OF THE ATTITUDES TOWARD BILINGUAL EDUCATION OF CUBAN, MEXICAN-AMERICAN, PUERTO RICAN AND ANGLO PARENTS IN PALM BEACH COUNTY, FLORIDA

BRAINARD, Clarice H., Ph.D.
The Florida State University, 1977

Major Professor: Ernest A. Frechette

The goal of this investigation was to determine the attitudes of Cuban, Mexican-American, Puerto Rican and Anglo parents toward bilingual education. For the purposes of this study, Anglo is defined to include both blacks and whites whose first (family) language is English. This study also sought to determine if there was any difference in views among these four groups on three subscales: bilingual education, language loyalty, and the teaching of culture. Two variables incorporated to determine if they had an additional effect on attitudes were whether or not the respondents had children in the program and the length of residence in the United States.

After a highly reliable pilot survey (Alpha .95), the investigation was carried out with face-to-face interviews using a twenty-three item questionnaire on a 5-point Likert Scale plus a sheet of demographic data. The interviewers were members of the particular ethnic group that they interviewed. A total of 172 people were interviewed during the space of a month. Subjects were randomly selected with forty or more in each group—twenty or more with children in the bilingual program of Palm Beach County, Florida, and twenty or more whose children were in the "regular classrooms."

The literature reviewed in relation to bilingual education was discussed from three areas: importance of parental attitudes in the learning process of the child, parental surveys previously conducted on bilingual programs, and doctoral dissertations on attitudes toward bilingual education.

The data were analyzed using a one-way Analysis of Variance and subsequently, the Duncan Multiple Range Procedure to determine the means of each group. The findings indicated that in bilingual education and language loyalty, the Cubans' mean score was the highest, next the Puerto Rican, the Anglo, and the Mexican-American in descending order. Anglos and Mexican-Americans also comprised the group who had lived in the United States all their lives. There was no significant difference for the groups on the subscale of the teaching of culture, although the "F probability" was approaching significance.

Conclusions are that the mean scores indicated all groups to be favorable toward bilingual education although there was a difference among groups. Length of residence in the United States also made a difference: the 1-10 year

group scored the highest means and the "all their lives" group scored the lowest means.

When applying a t-test to the two groups, those who had children in the bilingual program and those who did not, the "in program" parents had more positive views toward bilingual education and language loyalty. However, on the subscale of the teaching of culture, no significant difference was found.

Recommendations are:

1. That more Anglos be included in the program.
2. More inservice workshops for teachers who deal with Hispanics, whether the teacher is bilingual or not.
3. Inclusion of the kindergarten in the bilingual program.
4. More dissemination of information on bilingual education to parents.
5. Spanish-speaking children should be taught to read and write their first language.
6. Schools and communities should address themselves to improving human relations within these groups since intergroup ethnicity makes the success of this bilingual program more difficult.

Future studies that would be helpful are:

1. Use this same questionnaire on migratory groups in this same region.
2. Research opinions of school personnel—both those in the bilingual program and those who are not.
3. Replicate this study in another region where all four groups reside.
4. Conduct a follow-up survey after the program has been in existence for a few years.

Order No. 7808943, 141 pp.

AN ANALYSIS OF ATTITUDES OF ELEMENTARY SCHOOL PRINCIPALS AND BILINGUAL TEACHERS TOWARD BILINGUAL EDUCATION IN TEXAS

CHAPA, Moisés Sánchez, Jr., Ph.D.
The University of Texas at Austin, 1977

Supervisor: Dr. E. Wailand Bessent

The purpose of this study was to discover whether postive and negative attitudes of elementary bilingual teachers and principals in a sample of school districts were related to certain biographic factors present in teachers and principals of the respective school districts. The biographic factors examined were attitude toward disadvantaged children, role, and ethnicity. The scope of the

investigation included two hundred and fifty elementary school bilingual teachers and forty-six elementary principals in ten school districts from various sections of the state of Texas. The principals and teachers were individually assessed by means of two questionnaires, the Apple Attitude Survey and the Mosley Attitude Scale. The Apple Survey assessed attitude toward the disadvantaged student and the Mosley Attitude Scale assessed attitude toward bilingual education. Three case studies served as a follow-up to the main study for the purpose of determining what other factors, if any, such as new personnel, funds, etc., within the school districts, affected the attitudes of teachers and principals toward bilingual education.

The results of the study showed that there was a relationship between the ethnicity of the subjects and their attitude toward disadvantaged children. The subjects with positive attitudes toward disadvantaged children had no difference in their attitudes toward bilingual education related to ethnicity, but among subjects with negative attitudes toward disadvantaged children, Mexican Americans had more positive attitudes toward bilingual education than non-Mexican Americans. However, other combinations of such factors as ethnicity, role, and attitude toward disadvantaged children had no significant relationship to attitude. The results seem to indicate that elementary principals and teachers who had positive attitudes toward disadvantaged children are inclined to have more favorable attitudes toward bilingual education. Therefore, we can conclude that in the overall planning of bilingual programs, we need to take into consideration the complexity of feelings of principals and teachers toward disadvantaged children, in order to determine the effect of their attitudes on the acceptance of bilingual education.

Order No. 77-29,004, 262 pages.

STUDY OF PUERTO RICAN, MEXICAN, AND CUBAN PARENTS' VIEWS ON BILINGUAL/BICULTURAL EDUCATION

CRUZ, Juan Sanjurjo, Ph.D.
Northwestern University, 1977

PURPOSE

The purpose of this study was to investigate the views that Puerto Rican, Mexican, and Cuban parents may have concerning bilingual/bicultural education, and their possible relationship to their economic status, the level of educational attainment, their language loyalty and ethnic affinity.

PROCEDURES

The subjects for this study were drawn from the parents having children attending the elementary schools (kindergarten through six grades) in District Six of the Chicago Public School System. The sample consisted of 120 parents of Puerto Rican, Mexican, and Cuban background. A bilingual sixty-items questionnaire was developed. The data were analyzed using the Chi Square formula

$$X^2 = \Sigma \frac{(O - E)^2}{E}.$$

Due to exploratory nature of this study a 5 percent (.5) level of confidence was established as the criterion for the purpose of rejecting or accepting the Null hypothesis.

A questionnaire consisting of two sections was developed: section 1 was concerned with information on bilingual education; section 2 was concerned with general demographic data: sex and age of the respondents, place of birth, family composition, educational level, and socioeconomic status.

The Chi Square analysis of the data showed that parents who received less education tend to accept more readily the idea of language and cultural maintenance than parents with higher academic level. However, when scores on different variables were examined on a 2X2 contingency table, the results indicated a favorable view toward bilingual/bicultural education by the majority of the respondents.

A significant relationship was observed between the parents' income and their preferences for bilingual/bicultural education. A higher percentage of high income parents expressed negative views toward bilingual/bicultural education than the percentages of parents in the low income group.

A significant relationship was noted between the parents' views on bilingual/bicultural education and their level of educational attainment. A larger percentage of parents participants showing a low level of educational attainment demonstrated a more positive view toward bilingual/bicultural education than parent participants who had relatively a higher educational attainment.

A signifcant relationship was noted between the parents' educational attainment and their loyalty to the Spanish language. Parents with a weak Spanish loyalty displayed a higher percentage of negative view toward bilingual/bicultural education than parents with strong Spanish language loyalty.

A significant relationship was noted between parents' ethnicity and their views toward bilingual/bicultural education. There was a higher percentage of parents with negative perception of ethnicity affinity who showed a higher degree of negative view toward bilingual/bicultural education.

Order No. 7800698, 200 pp.

A STUDY OF CURRENT BILINGUAL INSTRUCTIONAL PRACTICES IN MAJOR TEXAS SCHOOL DISTRICTS AS PERCEIVED BY SELECTED ADMINISTRATORS AND INSTRUCTIONAL PERSONNEL

PÉREZ, Pablo, Ed.D.
East Texas State University, 1977

Adviser: Dr. M. B. Nelson

PURPOSE OF THE STUDY

The purpose of this study was to determine current instructional practices in major Texas school districts in bilingual-bicultural education as perceived by selected administrators and instructional personnel. More specifically, this study was to determine the relationships between the responses of the administrators, instructional personnel, and criterion jury which were concerned with the different techniques and hypothetical classroom strategies used in the implementation of bilingual-bicultural programs.

PROCEDURE

A questionnaire was specifically prepared to acquire the data. There were 160 elementary school principals and kindergarten, first-grade, and second-grade teachers employed by ten selected urban school districts in Texas who were mailed questionnaires and asked to participate in the study. All of the principals and teachers were involved in schools which were implementing bilingual-bicultural programs. There were 144 returns, representing 90 percent of the sample.

The data from all respondents were totaled, and the mean of the responses for each question was calculated. The statistical treatment of these data was based on a test for significant relationships between the administrators, the teachers, and the criterion jury. An anlysis of variance was used to test for significant differences which existed between the three groups.

CONCLUSIONS

Based upon the findings of this study, the following conclusions were reached:

1. It appears that principals do not feel that the classroom strategies which are being implemented by classroom teachers, such as teaching in the dominant language or second language instruction, are representative of the intent of the Texas Education Agency's (TEA) (1971) *State-wide Design for Bilingual Education.*

2. Classroom teachers seem to be in agreement that the classroom strategies which they are using constitute and incude the variety of ways and means of providing a bilingual program as intended by the TEA's (1971) *State-wide Design for Bilingual Education.*

3. The criterion jury appears to have a considerably different opinion from that of the principals and an even wider difference of opinion from that of the classroom teachers.

4. Preservice and in-service training of teachers may very well be one of the contributing factors which has brought about the wide disagreement with the criterion jury members.

5. Personnel involved in teaching on an everyday basis seemed to be consistently in agreement in their perceptions of bilingual education.

6. Personnel not involved in teaching seemed to be consistently in agreement in their perception of bilingual education.

7. Personnel not involved in teaching but assigned to administrative positions at the local school level seemed to be in relatively close agreement with classroom teachers in their perceptions of bilingual education.

8. Being a member of an ethnic group did not seem to be a factor which contributed to the wide disparity of perceptions which existed between the criterion jury, the principals, and the classroom teachers.

9. The number of years of teaching experience did not appear to be a factor which contributed to the wide disparity of perceptions which existed between the criterion jury, the principals, and the classroom teachers.

10. The difference which existed between the criterion jury, the principals, and the classroom teachers appeared to be due to the syndrome of theory versus practicality.

11. The bilingual state-wide design, as outlined by the TEA in 1971 appears to be too vague and general in its design and content for school districts to implement into a viable instructional program.

Order No. 7727564, 95 pp.

AN INVESTIGATION OF SUPERINTENDENTS' PRACTICES AND ATTITUDES RELATED TO BILINGUAL EDUCATION IN MICHIGAN

RUIZ, Pablo Francisco, Ph.D.
The University of Michigan, 1977

Chairman: Curtis Vanvoorhees

The intent of this study was to determine the practices and attitudes of superintendents in Michigan toward Bilingual Education. The reasoning for undertaking this research was based on the assumption that the absence of information regarding the "state of the art" of the Bilingual trust; decisions, actions and attitudes of educational leaders, is serving as an obstacle to developing and implementing bilingual services for the many children whose primary language is not English in Michigan.

Data were gathered through the use of survey research methodology. A self-administered questionnaire was comprised of forced-choice questions, with the exception of two open-ended questions. Approximately one-half of the questions required a response to a seven-point scale. The survey population consisted of all superintendents working in school districts in Michigan which the State Department of Education had designated for compliance.

The results of the study were presented on the basis of a survey return of 83% with an actual number of completed surveys of 63%. The investigator feels that a return ratio as high as this one is cause for contending that the results approximate accurately "What exists" with regard to Bilingual Education in Michigan.

The purpose of this survey questionnaire was to systematically describe the attitudes and practices of superintendents with regard to Bilingual Education in Michigan.

Considerable evidence was presented which established that superintendents in designated school districts in Michigan are not receiving compliance notices from the State Department of Education nor are they receiving assistance. Also local school officials are not appointing supervisors for bilingual services, and less than 1/3 are developing plans of action to overcome the needs of English-limited pupils. While some superintendents have communicated with local parents more than one-third have done nothing at all, also parent advisory committees are not being established. Many superintendents indicate the absence of funding is their primary problem, also many indicate that teachers do not agree that Bilingual Education is needed. In addition, evidence was presented to confirm that superintendents are not being influenced by State Department of Education or federal agencies. It was substantiated that generally superintendents do support positive recommendations to make Bilingual Education more complete.

In addition, this study produced findings which suggest that the extent to which superintendents are being influenced to develop bilingual services is related to the type of provisions being made to facilitate the implementation of bilingual services, superintendents' attitudes toward Bilingual Education, and selected superintendent and school district demographic considerations.

Finally, evidence was produced to suggest that the extent to which superintendents are being influenced to develop bilingual services is likely to be similar to the extent to which they are being influenced for other purposes. For example, it was found that the extent to which superintendents are being influenced to

develop bilingual services "to assist pupils in need" is likely to be similar to the extent to which they are also being influenced for the purposes: (1) to assure pupils' future success (2) to provide equal services to English-limited pupils, and (3) because it is a sound educational alternative.

Order No. 77-26,352, 212 pages.

ATTITUDES OF HISPANIC PAROCHIAL SCHOOL PARENTS AND PROFESSIONAL STAFF TOWARD BILINGUAL/ BICULTURAL EDUCATION

BATISTI, Anita Vazquez, Ph.D.
Fordham University, 1978

Mentor: John B. Poster

The purpose of this study was to determine and compare the attitudes of Hispanic parochial school parents, and parochial school professional staff (teachers) toward bilingual/bicultural education. This was the first study conducted concerning parochial schools and bilingual education.

Two-hundred five Hispanic parochial school parents and one-hundred ninety three professional staff members participated in the study. Hispanic parents were grouped according to those whose children were and were not in bilingual programs. Twenty-four Catholic elementary schools located within the Archdiocese of New York and the Diocese of Brooklyn participated in the study. Twelve of the schools had bilingual programs; twelve did not.

The source of data for this study was an eighteen item questionnaire entitled, *Assumptions Regarding Bilingual Education,* designed by the researcher specifically for the purpose of this study. Both Spanish and English versions were developed.

A number of different people reviewed the questionnaire and helped establish content and face validity. A pilot study was conducted to help establish validity and to test the reliability of the instrument. The coefficient of reliability for the questionnaire was determined to be .958.

Scores for the three groups of participants were compared by means of a single-classification analysis of variance for each of the eight hypotheses. Significant differences were found for six of the eight null hypotheses. These null hypotheses were rejected and a two-tailed *t* was applied in order to discover among which of the three groups of participants significant differences existed. No significant differences were found for two of the null hypotheses. These null hypotheses were therefore accepted. The .05 level of significance was used for

both the analysis of variance and *t* tests. No significant differences were found between the parents of children in bilingual programs and the parents of children not in bilingual programs for any of the eight hypotheses.

In summation, the findings indicated that the Hispanic parochial school parents appeared to be ambivalent concerning their attitudes toward bilingual/bicultural education; and the parochial school professional staff was pessimistic concerning the area of bilingual/bicultural education.

Major conclusions reached were:

1) Hispanic parochial school parents do not have a thorough understanding of bilingual/bicultural programs. Many parents are uncertain about the goals and nature of such programs.

2) Both parents and professional staff members are concerned that Spanish-dominent children learn English as soon as possible. The professional staff has reservations about the adequacy of English language instruction given in bilingual programs. Parents believe that bilingual programs offer academic advantages to their children, but are not convinced that such programs instill pride in Spanish and improve attitudes toward school.

3) The parents, most of whom answered the questionnaire in Spanish, believe that bilingual programs allow them to achieve greater participation in the schools.

4) Staff members were dubious about the desirability of perpetuating the Spanish spoken by the parents and the wisdom of offering bilingual education in schools.

In light of the findings and conclusions reached, it was recommended that:

1) A study should be undertaken for other groups (e.g., Italian, French), involved in Title VII parochial school programs.

2) A study should be conducted to determine the attitudes of lay and religious order teachers toward bilingual/bicultural education.

3) A study should be undertaken concerning the duration of parent and staff opinions; do they change over a period of time?

4) A study whould be conducted to determine why some parochial school administrators opt for bilingual programs and why others do not; and whether the economic background of parents and staff influences attitudes toward bilingual/bicultural education.

5) A study should be undertaken concerning modes by which teachers assess English language ability (in the absence of standardized instruments).

6) The same study should be undertaken in participating New York City Title VII public schools.

Order No. 7816560, 175 pp.

A STUDY OF BILINGUAL BICULTURAL EDUCATION: CONTRASTING INFLUENCES ON TEXAS LEGISLATORS WITH RESULTS OF AN ATTITUDINAL SURVEY OF THE MEMBERS OF THE 64TH LEGISLATURE

BERNAL, Joe Juarez, Ph.D.
The University of Texas at Austin, 1978

Supervisor: Americo Paredes

Bilingual/Bicultural education (Bbe) in the United States dates as far back as the early 19th century. However, feelings against Germany during World War I caused its demise. A resurgence of interest brought it back when Cubans, escaping the Castro revolution, initiated Bbe in Florida around 1963. At the time, demands for Bbe were also occurring in the Southwest—as part of the Chicanos' civil rights movement. The Congress responded favorably to a U.S. Senator from Texas, by enacting his sponsored Bilingual Education Act of 1968.

The Texas Legislature followed national direction with its first permissive Bbe law in 1969. However, national and state direction prescribes a remedial, civil-rights, transitional approach which has as its goal providing Bbe to Limited English Speaking Ability (LESA) children so they can become proficient in English. Contrastingly, Bbe advocates would rather see a Bbe program maintained for the purpose of producing high school graduates who are bilingual, biliterate, and bicultural.

Why is Bbe taking a particular direction in Texas? And what are the attitudes of legislators regarding Bbe?

This study was designed for the purpose of analyzing legislative decision-making by taking into account the knowledge and attitudes legislators have about Bbe and how such knowledge and attitudes may affect the legislative process. The design includes twelve questions which produced five null hypotheses. A Likert-type attitudinal scale was developed, and after scores from the total sample were obtained, the data were examined which yielded evidence to support or reject the hypotheses.

The survey indicates that liberal, urban, and minority legislators tend to be more supportive of Bbe than are conservative, rural, and Anglo legislators. It also shows that having a high Spanish-speaking constituency is not a strong indicator of a legislator's support for bilingual education.

Contrasting the background of Bbe to the results of a survey indicates that factors which may influence the direction of Bbe can be seen both negatively and positively, depending much on how people feel. Legislators would feel no differently.

Survey results seem to indicate that if Bbe in general is to flourish in Texas, advocates need to initiate political pressure from a base of support areas includ-

ing liberals, minorities, and urban people. Further, supporters may have to more strongly advocate for a transitional approach for it responds to the civil rights of LESA children. On the other hand, to establish a maintenance effort, seen by many as most difficult, if not highly improbable, may require an even greater organizing effort so that political pressure can be applied to elected officials, especially at the local and state level.

With such efforts, Texas may see maintenance Bbe programs in many schools in the future.

Order No. 7910936, 283 pp.

AN INVESTIGATION OF THE ROLES AND FUNCTIONS OF PARENT ADVISORY COUNCILS SERVING SPANISH-ENGLISH BILINGUAL PROJECTS FUNDED UNDER ESEA TITLE VII

CRUZ, Norberto, Jr., Ed.D.
Virginia Polytechnic Institute and State University, 1978

The purpose of this study was to identify and examine the roles and functions of parent advisory councils serving Spanish-English bilingual projects funded under ESEA Title VII. It was also the intent of this study to determine if there existed significant differences on the ranking of roles and functions by the participants with respect to the specified variables of: position of participant, sex, age level, education level, bilingualism and ethnicity. The roles and functions under the program areas of planning, implementation and evaluation were identified through an extensive review of the literature. Twenty-one Spanish-English bilingual projects with grades Kindergarten through eight, funded under ESEA Title VII, were randomly selected from *Guide To Title VII ESEA Bilingual-Bicultural Programs 1976–1977*. The participants from these bilingual projects were advisory council chairpersons, principals and project directors.

The research instrument developed was a questionnaire which solicited from the participants demographic information on the advisory councils and also asked participants to rank, according to primacy, roles and functions under the program areas of planning, implementation and evaluation.

The data were analyzed by the Kendall Coefficient of Concordance W and Multivariate Analysis. The .05 level of significance was chosen for both tests.

The results indicated that there existed a high degree of agreement within each group of respondents on the ranking of roles and functions. The only exception was a low degree of agreement by chairpersons ranking functions under evaluation. The results also showed that the independent variables identified made no difference on the ranking of roles and functions. The only exception was the sex variable on the ranking of roles. Male respondents ranked the

roles of advisor, supporter and director first, second and third respectively, while female respondents ranked the roles of supporter, director and advisor first, second and third respectively.

Order No. 7822707, 196 pp.

COMMUNITY CONFLICT: A CASE STUDY OF THE IMPLEMENTATION OF A BILINGUAL EDUCATION PROGRAM

GUZMÁN, Juan, Ph.D.
Oregon State University, 1978

This research project is an historical case study of the conflict which evolved from the deliberations and subsequent implementation of bilingual education in Central School District 13J, Independence, Oregon. The time period under consideration spans 35 months, beginning in August 1974, when district officials first proposed bilingual education, and ending in June 1977, when the first year of bilingual education in the district was completed.

Investigation of the conflict in Independence was guided by the following questions.

1. What is the nature of the conflict resulting from the bilingual education issue in Independence, Oregon?
2. To what extent does this conflict affect educational policy?
3. What is the nature of community influence regarding school decisions and educational policy?

The investigation of these questions required that two types of data be gathered. The first type—news media reporting, county and school district surveys, personal correspondence, government records—provided an historical perspective for considering the district's decision to implement bilingual education. The second type of data—personal interviews and informal conversations—addressed the need for bilingual education in Independence, the policy making process, and community involvement in decision-making.

CONCLUSIONS

The conflict which surfaced in the small community of Independence is rooted in the value conflict—*assimilation* vs. *cultural pluralism*. Two conflicting views have emerged in Independence regarding the role of public education as a transmitter of culture. One perspective endorses pluralism in society and encourages bilingual education as one means of accommodating pluralism. An opposing

viewpoint supports traditional educational practices which support the assimilation of ethnic and racial minorities through the promotion of a single language and culture. The question of whether public education is responsible for promoting cultural homogeneity or the lesser accepted concept of cultural pluralism still remains unresolved in Independence as in other parts of the nation. Supporters for each viewpoint seem unwilling to compromise, thus prolonging the value conflict in the community.

The value conflict existing in Independence has not been recognized as such by the community. Rather, this conflict is being viewed as mere misunderstanding due to poor communications between supporters of pluralism and defenders of assimilation. By refusing to recognize the existence of value conflict, the school district, Chicano parents, and the community at large have avoided any real confrontation with the status quo regarding bilingual education. Because the value conflict which presently exists within the Independence community is not acknowledged, it can have no effect on educational policy per se.

Throughout its existence, the bilingual education program has not prompted community activism either for or against the program. The sporadic and limited nature of community participation and influence in decision-making has not changed because of bilingual education, and it appears that maintaining the status quo regarding bilingual education in School District 13J has become preferable to seeking change through district policy.

163 pp.

TEACHERS' ATTITUDES TOWARD THE ASPIRA CONSENT DECREE AND PERCEPTIONS OF TEACHERS AND SUPERVISORS OF TEACHERS' CLASSROOM BEHAVIOR IN BILINGUAL AND NON-BILINGUAL PROGRAMS

A. DEMOYNIS, Vivian Kalogeras, Ph.D.
Fordham University, 1979

Mentor: Dr. Regis Bernhardt

The purpose of the study was to determine and compare the responses of bilingual teachers and monolingual teachers, in New York City public schools with high percentages of Spanish-speaking pupils and low percentages of Spanish-speaking pupils concerning their attitudes toward the ASPIRA Consent Decree as measured by the *ASPIRA Consent Decree Perceptionnaire* as well as the responses of teachers and supervisors concerning their perceptions of selected

aspects of the teaching behavior of teachers as measured by the *Teaching Behavior Perceptionnaire*.

In addition, the study sought to examine the relationship between teachers' attitudes toward the ASPIRA Consent Decree and their perceptions of the ASPIRA Consent Decree as a factor in the layoff of monolingual teachers as well as teachers' self-perceptions of their teaching behavior. Furthermore, the study attempted to examine the relationships between teachers' self-perceptions and supervisors' perceptions of selected aspects of the teaching behavior of teachers as well as the relationship between teachers' attitudes toward the ASPIRA Consent Decree and their self-perceptions of their teaching behavior and the variables of age, sex and years of teaching experience.

The subjects selected to participate in the study were 60 bilingual teachers and 75 monolingual teachers as well as the supervisors of the responding teachers in fifteen randomly selected New York City public schools with high percentages of Spanish-speaking pupils and 60 bilingual teachers and 75 monolingual teachers as well as the supervisors of the responding teachers in fifteen randomly selected New York City public schools with low percentages of Spanish-speaking pupils. Of a possible total response from 270 teachers, 228 or 84 percent responses were received. For each teacher response received, there was a supervisory response as well.

Two test instruments were used for collection of data: the *ASPIRA Consent Decree Perceptionnaire*, and the *Teaching Behavior Perceptionnaire*.

The statistical techniques employed in the analysis of this investigation included means and standard deviations as well as frequencies and percentages for reporting distributions. Two-way analysis of variance as well as chi square (X^2) were used for the determination of significant differences. For the determination of the degree of relationships, the Pearson product moment coefficient of correlation and the point-biserial correlation coefficient were utilized. The minimal level of statistical significance accepted in this study was .05.

Analysis of the data revealed the following findings and conclusions:

1. Bilingual teachers in schools with high percentages and low percentages of Spanish-speaking pupils, had a significantly more positive attitude toward the ASPIRA Consent Decree than monolingual teachers.

2. Monolingual teachers significantly more than bilingual teachers perceived the ASPIRA Consent Decree as a factor in the layoff of monolingual teachers. However, monolingual teachers responded that neither they nor a close professional associate had been laid off as a result of the ASPIRA Consent Decree. Thus, monolingual teachers' perceptions that the ASPIRA Consent Decree was a factor in the layoff of monolingual teachers were not substantiated by their experiences.

3. Bilingual and monolingual teachers in both schools with high percentages and low percentages of Spanish-speaking pupils did not differ significantly in their perceptions concerning their teaching behavior. The results of this study

indicated that the perceptions of teachers concerning their teaching behavior were not influenced by their attitudes toward the ASPIRA Consent Decree.

4. Supervisors did not perceive the teaching behavior of bilingual teachers significantly different from the teaching behavior of monolingual teachers. The perceptions of supervisors concerning the teaching behavior of teachers supported the conclusion that teachers' attitudes toward the ASPIRA Consent Decree do not appear to influence teachers' behaviors.

Order No. 7911193, 180 pp.

THE ATTITUDES OF SPANISH-SPEAKING PEOPLE IN SELECTED IOWA COMMUNITIES REGARDING PARTICULAR ISSUES IN BILINGUAL EDUCATION

FREEBURG, William John, Ph.D.
The University of Iowa, 1979

Supervisor: Assistant Professor Alfredo Benavides

The purpose of this study was to identify attitudes of Spanish-speaking people in selected communities in Iowa toward specific aspects of bilingual education. Answers to the following questions were explored:

(1) Which model for bilingual education do respondents believe will best serve the needs of the community?

(2) Who do respondents believe should be included in bilingual education programs?

(3) Which organizational arrangement do respondents believe should be employed to carry out the bilingual education program?

(4) When do respondents feel it is appropriate to use Spanish in the classroom?

(5) Who do respondents feel has responsibility for developing bilingualism in students?

Lists of names of all known Spanish-speaking people from Muscatine, Iowa, and West Liberty, Iowa, were obtained from the Muscatine Migrant Committee. There were 423 names and addresses acquired, 351 from the Muscatine community and 72 from West Liberty.

The author developed a questionnaire to collect data on attitudes for this study. A five-point Likert-type scale was used for rating the fifteen attitudinal items concerning bilingual education. The data obtained from the questionnaires were analyzed using the computer program Statistical Package for the Social Sciences (SPSS).

Based on the results of the study, the review of literature, and personal experiences, certain conclusions have been made:

(1) The respondents favored aspects of maintenance bilingual education;

(2) The respondents supported bilingual education programs that benefit both Spanish-speaking and English-speaking students;

(3) Regarding language dominance and home language, respondents favored heterogeneous groupings of students;

(4) The respondents supported the use of Spanish, in the classroom, with students from Spanish-speaking backgrounds;

(5) The responsibility for developing English-speaking ability in Spanish-speaking youngsters was seen as a shared responsibility. Respondents favored both parents and the school working to accomplish this objective.

Order No. 7928577, 181 pp.

BILINGUAL PARENTS' PERCEPTION AND THEIR ATTITUDE TOWARDS PARTICIPATION IN BILINGUAL/BICULTURAL EDUCATION

HABTEYES, Yegin, Ph.D.
University of Illinois at Urbana-Champaign, 1979

The purpose of this dissertation is to provide a summary analysis of bilingual parents' perception and their attitude towards participation in school related activities.

The study investigated the difference in perception and attitude towards participation in school related activities among the different parents categorized according to their: age, level of education, duration of stay in the USA, fluency in English and socio-economic status.

The data for this investigation was collected from parents who send their children to the bilingual/bicultural program in Danville, Illinois.

The questionnaire employed in the assessment of parent perception and their attitude towards participation in school related activities was a Likert-type four point scale developed by the author. It was prepared in English and Spanish, so parents who lack fluency in English may have the option of using the Spanish form. The questionnaire was made up of 38 items. It was designed to indicate favorable or unfavorable attitudes. Subjects were asked to respond to each item in terms of a four point scale defined by the labels, strongly agree, agree, disagree and strongly disagree.

Ten hypotheses were presented in this study—five on perception and five on participation in school related activities.

The study revealed that there is no significant relationship. Between bilingual parents' socio-economic status and their perceptions of bilingual/bicultural education. Between bilingual parents' level of educational attainment and their perceptions of bilingual/bicultural education. Between bilingual parents' duration of stay in the U.S. and their perceptions of bilingual/bicultural education. Between bilingual parents' age and their perceptions of bilingual/bicultural education. Between bilingual parents' fluency in English and their perceptions of bilingual/bicultural education. Between bilingual parents' socio-economic status and their participation in school related activities. Between bilingual parents' level of educational attainment and their participation in school related activities.

On the other hand, the study indicated that there is a strong relationship: Between bilingual parents' level of educational attainment and their participation in school related activities. Between bilingual parents' duration of stay in the USA and their participation in school related activities. Between bilingual parents' fluency in English and their participation in school related activities.

In general the study showed that most of the parents have a positive perception of bilingual/bicultural education but a less positive attitude towards participating in school related activities.

Order N. 8004181, 106 pp.

PARENTAL ATTITUDES TOWARD AND INVOLVEMENT IN BILINGUAL/BICULTURAL EDUCATION IN TWO MONTGOMERY COUNTY PUBLIC SCHOOLS: A SOCIAL WORK INVESTIGATION

LAZUN, Robert Andrew, D.S.W.
The Catholic University of America, 1979

STUDIES IN SOCIAL WORK NO. 128

This study ascertains the relationship of parental attitudes toward bilingualism/biculturalism to the parent involvement in the program of two elementary schools. It further ascertains what social factors affect parent involvement in the context of its impact on the children's adjustment to school. The study was done at two similar elementary schools during the spring semester of 1977. One hundred nine parent volunteers were personally interviewed by the researcher for their attitudes about bilingualism/biculturalism, the school program, their

children's adjustment, and their own parent involvement. Attitude scores were correlated with actual parent involvement scores and social factors were controlled to determine the strength of each factor in the relationship. Empirical data show parent involvement in bilingual/bicultural education is not necessarily affected by parental attitudes toward bilingual/bicultural education. Parent involvement directly affects children's grades in school. Education involvement directly affects children's grades in school. Education and family structure are two factors which definitely affect parent involvement. The study included material from two elementary public schools in Montgomery County, Maryland.

Order No. 7913772, 172 pp.

A STUDY OF THE ATTITUDES OF PROFESSIONAL AND PREPROFESSIONAL PERSONNEL RELATIVE TO THE BILINGUAL CERTIFICATION PLAN ADOPTED BY THE NEW MEXICO STATE BOARD OF EDUCATION, DECEMBER 1976

LOPEZ, David Paul, Ed D.
New Mexico State University, 1979

Supervisor: Professor Atilano A. Valencia

PURPOSE

The study was designed to derive data from practicing and prospective bilingual education teachers, Title VII public school bilingual program directors, bilingual education professors, and college of education deans, relative to four certification requirements for bilingual education teachers in New Mexico. The study focused on: (1) surveying the attitudes of the five groups toward existing bilingual education credentialing requirements; (2) tabulating responses in terms of percentages; and (3) making recommendations based on the findings to appropriate agencies.

DESIGN

The study included the development of an eleven-item questionnaire. Three specific analyses were conducted from the questionnaire data: (1) an attitudinal direction, computed in percentage terms; (2) an attitudinal intensity score; (3) the frequency of occurrences in terms of possible responses was computed.

RESULTS AND RECOMMENDATIONS

The 1980 deadline. Based on a cumulative percentage of the total respondents against the 1980 deadline, the researcher recommends 1984 as the most feasible completion date for bilingual certification.

The 24 hours of courses delivered in Spanish. It is recommended that the appropriate agency consider between 18 to 24 hours of course delivered in Spanish.

Grade level and proficiency level. All groups did not oppose the minimal requirements of eighth grade and "Good" levels as criterion measures. Some groups preferred higher grade levels. It is recommended that the appropriate agency further study these bilingual education requirements.

The Spanish literature courses. The majority of the groups' responses indicate a favorable orientation toward elementary bilingual teachers taking the Spanish literature courses specified in the current bilingual education certification plan. However, there is a large percentage of practicing bilingual teachers that question the need to take the Spanish literature courses. It is recommended that the appropriate agency continue to study this particular requirement.

Abandoning involvement in bilingual education. The data show that the majority in each of the groups are not considering leaving bilingual education because of the existing credentialing requirements. However, it is recommended that the appropriate agency consider a certification plan that will more appropriately accommodate those individuals, particularly practicing bilingual teachers, that are considering exiting from bilingual education.

Commuting distance of a university. The study shows that the majority of practicing bilingual teachers do not find the distance between their homes and the university a hardship in pursuing studies leading to certification in bilingual education. It is recommended that universities continue to provide on-campus courses related to the certification requirements, with consideration for field-based courses where it is deemed advantageous for a particular district.

Information from neighboring universities. The findings indicate that the majority of practicing bilingual education teachers have not been informed by their neighboring universities about the New Mexico certification requirements for bilingual teachers. It is recommended that universities with bilingual education teacher training programs extend efforts to provide information for practicing teachers relative to the certification requirements.

Opportunity in local districts or state meetings to express ideas. The data show that a majority did not have an opportunity to express their ideas toward the credentialing requirements for bilingual teachers. It is recommended that any committees or appropriate agencies involved in the formulation and modification of credentializing requirements provide for input by practicing teachers in some of their proceedings.

Order No. 7919550, 127 pp.

PARENT AND COMMUNITY PARTICIPATION IN FEDERALLY-FUNDED BILINGUAL EDUCATION: A VIEW FROM THE BOTTOM UP

MATUTE-BIANCHI, Maria Eugenia, Ph.D.
Stanford University, 1979

The research is focused on the social action features of Title VII bilingual education, paying attention to institutional strategies to promote parent and community participation, and in particular, one community's experience and response to those strategies. The study begins at the micro level of analysis, emphasizing the Title VII effort in San Jose, California and a consideration of two distinct approaches to the problems facing Mexican American children in that community. Emphasis is placed on the issues of professionalization, bureau-technology and the types of opportunities for parent-community participation within the San Jose community. Subsequent chapters move the analysis to the macro level, with a consideration of the major philosophical, political and social implications of citizen participation in federally sponsored social action programs and the federal mandate for bilingual education.

A multi-method approach was employed, including preliminary field work in the research locale, participant-observation, analysis of federal documents, school records, publicly recorded proceedings, and other key letters, memoranda, public statements and testimony. Reliance on a multi-method approach rather than on more standardized procedures was based on the desire to describe as accurately as possible the dynamic processes of participation as they occurred or had recently occurred on the assumption that such behavioral data is best understood by giving attention to precipitating conditions and the contextual framework.

The conclusions of the study are:

1) that the officially mandated parent-community participation in Title VII programs is premised on vaguely defined notions of enhancing such participation in educational decision-making;

2) that the official mandate for parent-community participation is in basic and direct opposition to the functioning of the school bureaucracy and the educational professionals and, as a result, parent-community councils are used as symbolic ploys in complying with federal requirements and in legitimating the school program;

3) that the experiences in San Jose are not unique, but what is probably unique about the series of activities in San Jose is that there was an organized parent-community participatory effort in opposition to the school program, and that it perhaps conformed more to certain aspects of the official mandate for participation than did the school-sanctioned parent council;

4) that an organized, informed citizen participation effort is possible outside the school and is capable of directed, purposeful, satisfying action for participants, and that perhaps it is time to consider establishing parent-community monitoring councils independent of the school setting;

5) that parent-community council monitoring as a strategy in educational decision-making perhaps should be included in discussion of citizen participation in school programs;

6) that there are differences between parent and community participation which are premised on different spheres of participatory activity, and that participation is best understood as a developmental process which enables participants to interact with skill, competence and a sense of efficacy in the various spheres of participation.

Order No. 8001967, 364 pp.

VALUES IN A BICULTURAL SCHOOL

NORBY, Lynn Charle, Ed.D.
Washington State University, 1979

Chairman: Robert N. Grunewald

This study was conducted in a small bicultural school in northeastern Washington State. Participants were schoolboard members, non-certificated and certificated staffs, and Indian and White students, grades five through eight and high school.

The purpose of the study was to answer two questions:

1. What was the value environment in this school?

The value environment was defined as the values of the groups involved in the school, their perceptions of the values of the school, and the values underlying attitudes of elementary students toward the school.

2. What was the relationship between achievement and values?

This question was investigated by determining the values of high and low achieving Indian and White students in mathematics and reading.

The theoretical basis for the study was drawn from the work of Milton Rokeach. The instrument used in all value determinations was Rokeach's *Value Survey*, Form D. Value analysis proceeded by using the five highest and lowest values in a profile. Rokeach's value factors or Norman Feather's value dimensions were then determined for each group. A semantic differential instrument was devised to determine students' attitude toward school. Only values of students

in the first and fourth quartiles of the attitude instrument were computed. Achievement data were obtained from *Metropolitan Achievemeent Tests*. Data were tested by quartiles as in the attitude surveys.

CONCLUSIONS, VALUE ENVIRONMENT

Values of the Groups

1. The schoolboard indicated a security orientation.
2. Non-Certificated staff indicated security, religious, and social orientations.
3. Certificated staff indicated an inwardly directed value structure.
4. Indian elementary students emphasized values tending to strengthen group processes.
5. Indian secondary students had profiles similar to Indian elementary students.
6. White elementary students emphasized Christian religiosity.
7. White secondary students were similar to White elementary students, but were less religious.

Groups' Perceived Values of Their School

1. Indian students perceived the values of their school to be the same as their own.
2. All other groups perceived some of the school's values as differing from their own.
3. Non-Certificated staff perceived the school as valuing personal, social, moral, and competency values, but not Christian religious values.
4. Certificated staff perceived the school as valuing egalitarian and achievement values, but not personal or nurturant values.
5. White elementary students saw the school as valuing egalitarian and certain competency values.
6. White secondary students were similar to White elementary students.

Values and Attitude toward School

1. Indian students with low positive attitude emphasized values oriented toward self and good social relationships.
2. White students with low positive attitude ranked social values highest.
3. Indian students with high positive attitude toward school ranked hedonistic, moral, and certain achievement values highest.
4. White students with high positive attitude toward school indicated a Christian morality theme.

VALUES AND ACHIEVEMENT

1. Low and high achieving Indian students had similar value profiles, usually self and group oriented. High achieving students usually had some value(s) with an achievement connotation.

2. High achieving White students emphasized Christian religiosity. Low achieving White students had ambiguous value profiles.

GENERAL CONCLUSIONS

1. Rokeach's *Value Survey* is sufficiently sensitive to distinguish the values of various groups within a school.
2. Various groups within a school system may possess divergent value systems.
3. Various groups within a school may perceive the values of the school as being different from their own values.
4. Students with a positive attitude toward school tend to hold some values with an inherent achievement valence.
5. Students who achieve well in school tend to hold values with an inherent achievement valence.

Order No. 7915140, 218 pp.

THE EFFECTIVENESS OF PRINCIPALS AS IT IS RELATED TO INTERPERSONAL BEHAVIOR AND BILINGUAL/CROSS-CULTURAL EDUCATION

TOM, Raymond, Ed.D.
University of the Pacific, 1979

PURPOSE

The purpose of this study was to examine the following questions: Are the ratings of principal effectiveness related to (1) the interpersonal behavior orientations of principals, (2) principalship experience, and (3) the principals' reactions to Bilingual/Crosscultural (B/CC) education? Are the reactions of principals to B/CC education related to (1) the interpersonal behavior orientations of principals, and (2) the principals' years of experience in B/CC education?

PROCEDURES

Thirty elementary school principals in one unified school district made up the sample for this study. They were given the *Fundamental Interpersonal Relations Orientation-Behavior* (FIRO-B) questionnaire and the *Bilingual/Cross-cultural-Principal Information* questionnaire. The FIRO-B questionnaire was used to determine the interpersonal behavior orientations of the principals and the B/CC

questionnaire was used to determine the reactions of the principals to B/CC education. The effectiveness of the principals was determined from ratings by four school district central office staff members who were familiar with the job performances of the principals. Analysis of covariance was used to determine if there were any significant differences between the rated effectiveness of principals and the three interpersonal dimensions of FIRO-B. Pearson's r was used to determine if there were any significant relationships between the reactions of principals to B/CC education and the interpersonal behavior orientations of principals and their B/CC experience.

CONCLUSIONS

Eighty percent of the principals reacted positively to B/CC education. Seven null hypotheses were derived from the research questions. All of these hypotheses were retained at the 0.05 level of significance. It was thus concluded that there were no significant differences or significant relationships among these variables: the rated effectiveness of principals, their reactions to B/CC education, principalship experience, FIRO-B scores, and years of B/CC experience.

RECOMMENDATIONS

The FIRO-B questionnaire has not been very productive in studies with school administrators, therefore it is recommended that this study be replicated using a different instrument to measure interpersonal behavior. It is also recommended that situational variables that might affect leader behavior and leader effectiveness be taken into account if this study is replicated. Further research is recommended to find those variables that will enhance the acceptance of innovative programs like B/CC education by those in the educational community as well as by the public.

Order No. 7919896, 162 pp.

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